INTERNATIONAL SCHOOL RIJNLANDS LYCEUM OEGSTGEEST

IB Middle Years Programme
IB Diploma Programme

ACADEMIC INTEGRITY POLICY

ISRLO mission statement and IB mission statement

ISRLO mission statement:

International School Rijnlands Lyceum Oegstgeest (ISRLO) aims to offer their students the best possible opportunities for development via high-quality education in order for them to evolve and thrive, in both their (educational) career and their roles as responsible citizens of their communities and our world. Our motto is: we are mindful of ourselves, mindful of each other and mindful of the world around us; building a better future together.
To this end:

1. We support and encourage our students to develop their full potential, via high-quality and engaging internationally minded education.
2. We create a safe learning and working environment where mutual trust and respect are at the core, where we develop and maintain an open mind towards each other, where we think critically and maintain a caring approach toward ourselves and each other.
3. We guide students to explore who they are, what and how they think and what they can do.
4. We teach students to approach challenges without bias, with curiosity, and we encourage them to respect boundaries, but to also explore and take risks where possible.

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.

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Contents

1 Understanding the nature and importance of academic integrity

At ISRLO we aspire to foster a learning community (staff, students and parents/guardians) that enables our students to evolve and thrive as people who are responsible citizens, mindful of themselves and others. We aim to ensure a safe learning and working environment with mutual trust and respect at its core. We aim to nurture our students to exhibit all of the IB learner profile attributes.

It is therefore vital that, at ISRLO, we instill and uphold a culture of academic integrity. Academic integrity is a choice that everyone in our learning community can make, to act in a principled and responsible way such that others can have trust in us as individuals (IBO, 2019). Academic integrity leads us to make ethical decisions and underpins the production of legitimate schoolwork by students that is both authentic and honest (IBO, 2019). An <u>authentic</u> piece of work is one that is based on the *student's* individual and original ideas with any ideas and work of others fully acknowledged. An <u>honest</u> piece of work is one whereby the student has completed the work themselves, without gaining any unfair advantage from others, either online or in the community.

We can only achieve our mission and be successful as a learning community when we understand our roles in ensuring academic integrity thus minimizing acts of school maladministration and student academic misconduct.

School maladministration refers to any act by ISRLO (or one or more employees) that infringes IB rules and regulations thereby threatening the integrity of an IB assessment, be it before, during or after the event (IBO, 2019). The nature of what constitutes school maladminstration is detailed in the IB's academic integrity policy but includes actions such as a subject teacher providing excessive assistance to students during their coursework for formal IB assessment; a teacher authenticating and submitting work to the IB even though its authenticity is in doubt; the school failing to store IB exam papers securely; the school having too few trained invigilators for IB exams; and the school misrepresenting language proficiency such that students have an unfair advantage in an exam (IBO, 2019)

Student academic misconduct is any behaviour (deliberate or otherwise) that may lead to the student (or anyone else) gaining an unfair advantage in an assessment (or part of). It also includes behaviour that may disadvantage another student or threatens the integrity of a school / IB assessment be it before, during or after the event (IBO, 2019).

Student academic misconduct encompasses many acts/ behaviours. Some of these acts may be done deliberately but it can be that academic misconduct occurs inadvertently, which is why it is so important to know what to do so that it is avoided. The following is a list of different types of academic misconduct:

- plagiarism: this is defined as the representation of the *ideas* or work of another person as the *student's* own (i.e. without correct and explicit acknowledgement)

- collusion: this is defined as supporting cheating by another *student*, for example allowing one's work to be copied or submitted for assessment by another.

- duplication of work: this is defined as the presentation of the same work for different assessment / assessment components.

- any other behaviour that gains an unfair advantage for a student or that affects the work and attainment of another *student*. Such behaviour may involve:

  - taking unauthorized material (such as notes or a mobile phone) into an examination / school test
  - copying during an examination with or without the knowledge of the other person
  - sharing or seeking answers to assignments / tests without permission
  - use of inappropriate (e.g. offensive; rude) language / images in an assessment
  - fabricating data / information for use in an assessment (i.e. making things up)
  - stealing test papers
  - having someone else (or artificial intelligence) complete work, or sections of it, on your behalf (e.g. chatGPT, a paid 'ghost' writer; a private tutor; a parent)
  - missing school to avoid submitting an assessment
  - not being present or on time for a school test / exam
  - knowingly uploading a document to the class dropbox (via ManageBac) that is corrupt or unable to be opened by the teacher
  - not submitting work on time, without good reason
  - fabricating a reason for the work being not submitted / submitted late / incomplete
  - not working collaboratively with others such that other students in the team / group are disadvantaged
  - deliberately damaging the work of another student (e.g. by hacking into their computer to change their work)
  - openly discussing the contents of a test, either online via social media or face to face, knowing that other students still need to take the assessment
  - being aware that another student has committed academic misconduct and not reporting it to a teacher / department leader

2 Understanding the context within which academic misconduct may occur

It is important for the school community to be mindful of the reasons why a student may commit academic misconduct in order to be able to reduce the chances of it happening. At ISRLO the most common forms of student academic misconduct are understood by the community to be unintended plagiarism, failing to submit assessments on time and not being able to collaborate legitimately in a group. There are a variety of reasons why this occurs.

Unintended plagiarism may occur because:
- Students do not always understand the need to acknowledge the work of others and/or when and how to do properly acknowledge the work

- Some students fear that their writing / academic English ability is inadequate, hence rely on the work of others or resort to using artificial intelligence to write their work
- Careless note taking is a major cause of unintended plagiarism – students lose track of the sources they have accessed during their research
- Stress and competition, aligned to time management issues - students may take shorts cuts when completing their assessment, or feel they don't have the time to carefully check for plagiarism before submitting their assignment.
- Students experience a lack of modelling of appropriate behaviours – they may see teachers using course material (handouts) which have not been referenced and therefore assume it is reasonable not to worry about their work.
- There may be a lack of perceived punishment
- At times of significantly high workload, students are faced with too many choices and may put off low priorities. Proper referencing or acknowledging the work of others is often considered *low* priority.

Failure to submit assessments on time may occur because:
- Students may feel overwhelmed with assignments and fear work isn't good enough - students can struggle with poor time management and planning skills, coupled with a fear that the work they have managed to complete isn't good enough. This may cause them to not hand in work
- Students may be unable to communicate their concerns – they may find it difficult to share their concerns about the quality of their work, or their understanding of the assignment, with their teacher and therefore do not want to admit they are struggling. Consequently, work may not be submitted on time
- There is a prevailing imbalance in workload – students may struggle with an assessment calendar whereby a lot of work is due in a short space of time. This may lead to the wrong choices being made or work not being submitted on time
- There is a lack of perceived punishment for work being submitted later than others – students may continue to submit work later than others if they perceive they will not be penalized.
- Students feel the need to get 'good' grades – students may experience intrinsic pressure, or pressure from parents /guardians, teachers, peers and/or university admissions officers to reach a certain level of attainment. This may cause them to delay submitting work.

Legitimate collaboration in a group may not occur because:
- Teachers are not clear enough about what tasks and activities are authorized and unauthorized when setting a collaborative assignment. This may also include how the work of the group is assessed.
- Students may not have learnt what is meant by legitimate *collaborative* work
- A lack of positive communication may exist within a group - students are not always able to agree on a workable timeline and set of expectations to ensure the goals of the collaborative assignment are met
- Students feel the need to get 'good' grades – students may experience intrinsic pressure, or pressure from parents /guardians, teachers, peers, university admissions officers to reach a certain level of attainment. This may cause them to choose to do work exclusively on their own

- There is a lack of perceived punishment – students may feel they can get away with not working according to the expectations of the group task because there is no clear penalty

3 ISRLO practices that foster and maintain a culture of academic integrity

Section 5 outlines the penalties the school has in place for occurrences of student academic misconduct. This includes the steps that will be taken should the misconduct affect work for formal submission to the IB (either MYP5 or DP).

However, the school understands the importance of accounting for the learning needs of the students as well as the need to support the community in a positive manner, such that a culture of academic integrity is fostered, and misconduct is minimized. The school aims to achieve this via a range of practices:

- All members of the school community have online access to the academic integrity policy and have read it at the beginning of each academic year. Class tutors ensure their tutees have understood what academic integrity means and have signed and submitted the relevant declaration (see pp.17-19)
- All members of the school community understand that the school uses the MLA format (9th ed) as standard for citation and referencing (style.mla.org) and have online access to the school's guide to MLA referencing and citations
- All students are given access to online resources that help them to produce correct references and citations e.g. OWL Purdue writing lab, Easybib.
- All students are made aware of the threats that AI technology has to academic integrity. They are shown how to keep track of their process in the writing of assignments, so their 'version history' (outlining the timing and nature of edits to their work in their Microsoft account) is available to them and teachers if required. They also know how to correctly reference text that has been written by AI software.
- DP students complete a workshop on study skills, including appropriate referencing and citing at the start of their course.
- Britannica Online is used by the school as a central source of support for academic writing in MYP 1-3
- MYP students at ISRLO develop their academic writing skills and are taught how to properly reference and cite by their subject teachers following the scope and sequence as shown in Table 1 below. The expectation is that all teachers are supporting these goals by setting inquiry/research assignments which give students an opportunity to implement, practice and ultimately master these skills before entering the Diploma Programme

Table 1: MYP Scope and sequence for developing academic writing skills

MYP1 (introduced by an English teacher, supported by all staff). Select two types of assessments, either formative or summative that:
- Focus on developing the habit of bookmarking sources and generating a simple bibliography (list of references) as work is being produced (as opposed to going back and trying to relocate their sources after the work has been completed) - Focus on simple citations and bibliography using **print and web based sources**

MYP2 (introduced by an English teacher and I & S teachers, supported by all staff). Select three types of assessments, either formative or summative that:
- Expand source material to include citations and bibliography using **youtube, online magazines and PDF sources.**
- Require the organization of the MLA reference list and in-text citations.

MYP3 (introduced by an English teacher, supported by all staff). Select four types assessments, either formative or summative that:
- Incorporate in-text citations which then correspond to the reference list.
- Expand source material to include additional source material such as **documentary film, interviews, oral histories** etc.
- Focus on how to identify credible source material and move away from "blanket" sources i.e. Wikipedia

MYP4 (introduced by English and science(s) teachers, supported by all staff). Requirement that all formal writing is presented in MLA format including a formatted reference list/bibliography. In addition:
- Focus on academic integrity / student academic misconduct and its connection to the proper citing of researched work
- Detailed attention on how to **cite work that has been paraphrased**
- Developing an **appendix** in academic writing to accommodate supporting material (including Personal Project process journal, photographs, raw data, graphs etc.)

MYP5 (subject specific formatting in all courses, with support from PP Coordinator and supervisors/mentors). Requirement that all formal writing is presented in MLA format including a formatted reference list/works cited list. In addition, focus on:
- Formalized and specialized writing, which is subject specific and includes a variety of source material.
- Academic writing across subject areas
- Writing for the Personal Project
- Formalized title pages, reference list, and appendix

- The school maintains a subscription to the web-based plagiarism detection system Turnitin. All student work submitted to the school's administrative platform (ManageBac) can be passed through Turnitin to check for plagiarism. The software can be used to help show students how to avoid plagiarism and when they need to correctly cite and reference sources. The software is also enabled to detect text that has been generated by AI software.
- The school has clear expectations about what happens in the event of late work. This is outlined in the MYP Late work policy (see appendix). For DP students, the assessment policy outlines what happens in the event of missed IB formal deadlines.
- Teachers at ISRLO announce their deadlines via the school's administrative platform (ManageBac). Students are able to see when assessments are due and can discuss their workload with their class tutor. If required assessment deadlines can be moved to a different date to enable a more balanced workload. Similarly, in the DP, the formal IB deadlines for coursework are

spread over the final year of the course to support students in managing their work, giving them time to produce authentic and honest work.

- Collaborative work is encouraged at ISRLO for the purpose of students learning how to work effectively in a group. Any assessment of collaborative work in the MYP is commonly formative in nature and/or leads to a written reflection by the students.

4 Roles and responsibilities

For any school or institute, the degree to which there is a strong culture of academic integrity is entirely dependent on the responsibilities of the various stakeholders within the school and how well they are carried out. At ISRLO, we believe that everyone must do their best to ensure these responsibilities are upheld.

Clearly, as part of this collective task, there are several responsibilities that students have. We expect students to:

- Understand what constitutes academic integrity and all the forms of academic misconduct listed in this policy
- Access, read and understand the supporting documents that relate to this policy such as the MYP Late Work policy and the online resources that support correct citing and referencing (e.g. style.mla.org)
- Submit assessments on time, and be present at school for tests / assessments
- Communicate as soon as possible if there are valid adverse circumstances that prevent work from being submitted on time
- Take responsibility for ensuring that all work submitted for assessment is authentic and has been completed honestly and accurately
- Correctly acknowledge all ideas /work/ help of others using the format outlined by the Modern Language Association (MLA)
- Understand what is meant by collaborative learning which is legitimate collaboration / group work as specified by their teachers
- Mindfully use (social) media and other technology to avoid acts of academic misconduct
- Cooperate with the school in situations of suspected academic misconduct
- Report cases of academic misconduct if known
- Seek help from a teacher, support staff or the MYP / DP department leader if anything relating to these responsibilities is unclear

The degree to which students are able to meet these responsibilities depends on the support they get from their parents / guardians and from the school itself. To this end we expect parents / guardians to:

- Read and understand the school policy on academic integrity and what constitutes student academic misconduct
- Help students to understands their responsibilities in ensuring academic integrity

- Instill a culture of academic integrity at home by overseeing and supporting the independent and timely completion of honest and authentic work by the student
- Report any known case of academic misconduct or school maladministration to the relevant contact person at the school
- Support and cooperate with the school in situations of suspected academic misconduct

Furthermore, we expect teachers to:

- Understand the IB and school policies on academic integrity, including student academic misconduct and school maladministration
- Help students to understand and avoid all forms of academic misconduct, for example by setting deadlines for assessments that enables students enough time to complete the work honestly
- Work with teachers / department leaders to supports students who may, for differing reasons (e.g. language issues) struggle to understand their responsibilities or how to take the correct steps
- Understand the requirements for accurate referencing and citations using the format provided by the Modern Language Association (MLA 9th edition)
- Model expectations by properly giving credit to the work of others in classroom resources
- Be mindful of the need to maintain fairness for all assessments by, for example, giving feedback on work to students that is appropriate to the learning needs of the student without reducing the authenticity of the work
- Use the school's MYP Scope and Sequence to teach students the MLA format, and uphold the MYP Late work policy and DP procedures as outlined in the school's assessment policy
- Plan learning experiences in units of work that enable students to engage in activities and assignments that develop their ability to be principled learners
- Implement and use Turnitin to help detect possible cases of plagiarism in the work of students and to use Turnitin as a tool for teaching about correct acknowledgement of the work of others
- Be clear to all students about the purpose and expectations of collaborative group work and how the work will be assessed
- Assess and give feedback on the work of students registered as IB candidates using prescribed subject-specific IB assessment criteria and within the guidelines of what is fair according to the IB's academic integrity policy
- Authenticate all work submitted by IBDP / MYP candidates for internal and external assessment to the best of their knowledge
- Remain vigilant and report to the IBDP/MYP department leaders any cases of suspected academic misconduct with supporting evidence.
- Report to the appropriate person any case of suspected school maladministration

In addition, the school has support staff who also have a key role to play. We expect the librarian and other support staff to:

- Ensure the academic integrity policy and any supporting resources are accessible both online and in written form in the library
- Familiarise themselves with MLA (9th edition)
- Be available to support students needing help with research and the correct acknowledgement of sources
- Raise awareness of what a culture of academic integrity involves
- Work with teachers / department leaders to support students who may, for differing reasons (e.g. language issues) struggle to understand their responsibilities or how to take the correct steps
- Report cases of academic misconduct or school maladministration if known to them to the correct person in charge

Teachers and support staff have to be strongly supported by the pedagogical leadership in the school to ensure they are able to adequately fulfil their responsibilities. Consequently, we expect the school's MYP / DP department leaders to:

- Ensure all members of the school community have access to the necessary documents relating to academic integrity
- Ensure teachers and support staff have access to appropriate training / resources on academic writing and acknowledging sources using the format provided by the Modern Language Association (MLA)
- Facilitate access to web-based tools such as Turnitin for staff and students by administering its usage and overseeing the necessary training for teachers
- Ensure MYP / DP subject unit plans include relevant links to how classroom learning will strengthen academic integrity
- Support teachers and support staff in preventing academic misconduct amongst students. This includes implementing and maintaining a vertical articulation of practices designed to support students; and helping teachers to time their assessments to enable a manageable workload for students
- Support teachers and support staff to help students who may, for differing reasons (e.g. language issues) struggle to understand their responsibilities or how to take the correct steps
- Support teachers in the detection and investigation of academic misconduct in accordance with the school policy and/or IB regulations
- Resolve situations and take appropriate decisions when student academic misconduct has been alleged in accordance with the school policy and/or IB regulations.

Finally, the head of the international school has the primary responsibility of ensuring that a culture of academic integrity is fostered and flows through every aspect of the school. To this end, we expect the head of international school to:

- Establish a school policy to promote academic integrity and ensure the concept of academic integrity is presented to the community at the beginning of each year

- Understand what constitutes academic integrity and the range of actions that constitutes academic misconduct
- Provide the tools for teachers and students to detect and prevent academic misconduct
- Understand what constitutes school maladministration as per the IB's definition
- Ensure the school has the trained personnel, the processes and the tools in place to meet the IB's expectations in maintaining academic integrity
- Ensure the school's policy on academic integrity is reviewed regularly

5 Procedures at ISRLO to deal with (suspected) academic misconduct

MYP 1 -3
In the first three years of the programme, a constructive approach is taken based on the individual context and learning needs of the student. The school understands that young learners from different educational / cultural backgrounds will not all have the same experiences or appreciation of what is meant by academic integrity. To this end, any consequence resulting from an act of academic misconduct is restorative in nature with the intention that the individual student(s) learns from their offence and can move on.

a) In cases where work has not been submitted on time, the school's late work policy applies (see appendix).

b) In cases where a student has failed to show up, without reason, for an assessment the subject teacher discusses the situation with the MYP Department leader who decides on the best course of action. The decision is shared with the student and their parents / guardians, and documented in the school's administrative system (SOM).

c) In suspected cases of student academic misconduct (as outlined on pp.4-5) the subject teacher(s) concerned reports to the MYP department leader in writing as soon as possible after detecting a possible case. The procedure then is as follows:

- Department leader seeks evidence of suspected misconduct from teacher(s)
- Department leader and teacher(s) share the evidence with the student and parents/guardians
- Department leader and teacher(s) seek an explanation from the student
- If misconduct is concluded to have occurred, the student is given a written warning and an explanation as to what is expected next time to ensure misconduct doesn't happen. This is shared with parents / guardians. The student is given the opportunity to submit new work for the assignment; or take an extra assessment at a later date.
- The details of the case are recorded in the school's administration system

A student who continues to persist in acts of academic misconduct runs the risk of further repercussions which are determined at the discretion of the MYP department leader in liaison with the subject teacher, class tutor, support staff and parents / guardians.

Depending on the nature and number of offences, this may vary from the award of zero marks for assessed work(s) to after school detention or in school suspension from lessons. The first intention, however, is always to find out why the student is resorting to academic misconduct in order to attempt to solve the problem.

MYP 4 - 5

In the final two years of the MYP students are expected to have a clear understanding of academic integrity, know how to properly acknowledge the work of others and give credit where it is due. However, there may be some students new to the school who have not yet had the same level of training in this area of academic good practice.

a) In cases where work has not been submitted on time, the school's late work policy applies (see appendix).

b) In cases where a student has failed to show up, without reason, for an assessment, the subject teacher discusses the situation with the MYP Department leader who decides on the best course of action. The decision is shared with the student and their parents / guardians, and documented in the school's administrative system (SOM)

c) In cases where one (or more) student(s) has committed academic misconduct in a written school test (e.g. copying or attempting to copy the work of others, accessing notes or a mobile phone (or similar), using inappropriate language / images, disrupting the test for others) the subject teacher informs the MYP department leader of the incident and provides evidence. The MYP Department leader seeks an explanation from the student(s) and decides on the appropriate sanction. Depending on the severity of the misconduct, the penalty will range from:

- The award of zero marks (per criteria) for the assessment(s)

- The award of zero marks (per criteria) and an in-school suspension from lessons

The decision is shared with the student and their parent(s) / guardian(s), and documented in the school's administrative system (SOM)

d) In suspected cases of other types of academic misconduct (e.g. plagiarism, improper use of artificial intelligence and/or a third party, collusion, fabrication of data and/or duplication of work) for an assessment, the subject teacher(s) concerned reports to the MYP department leader in writing as soon as possible after detecting a possible case. The procedure then is as follows:

- Department leader seeks evidence of suspected misconduct from teacher(s)
- Department leader and teacher(s) share the evidence with the student and parents/guardians
- Department leader and teacher(s) seek an explanation from the student
- If misconduct is concluded to have occurred, the student is penalized as follows:

First offence: zero marks (per criteria) for the assessment(s)
Subsequent offence(s): zero marks (per criteria) for the assessment(s) plus an in-school suspension

At the discretion of the MYP department leader, for a student new to the school who may not have had the same experience of academic integrity at their previous school, the first offence may be restricted to a written warning with the chance to submit the assessment again.

- The decision is always shared with parents / guardians as well as the student.
- The details of the case are recorded in the school's administration system.

Should a student persist in acts of academic misconduct, the MYP department leader may decide to communicate the behaviour to the head of the international school in order to initiate the school's grave misconduct procedure. This can lead to a student being expelled from school.

DP 1 -2
All students joining the Diploma Programme at ISRLO are expected to understand the concept of academic integrity and to be able to properly acknowledge the work of others, giving credit where it is due. However, there may be some students new to the school who have not yet had the same level of training in the use of the MLA format

Non-formal IB assessment

a) In cases where work for assessment has not been submitted on time (without good reason) the subject teacher has the right to award zero marks for the assessment

b) In cases where a student has failed to show up, without reason, for an assessment, the subject teacher has the right to award zero marks for the assessment.

c) In cases where one (or more) student(s) has committed academic misconduct in a written school test (e.g. copying or attempting to copy the work of others, accessing notes or a mobile phone (or similar), using inappropriate language / images, disrupting the test for others) the subject teacher informs the DP department leader of the incident and provides evidence. The DP Department leader seeks an explanation from the student(s) and decides on the appropriate sanction. Depending on the severity of the misconduct, the penalty will range from:

- The award of zero marks for the assessment(s)
- The award of zero marks and an in-school suspension from lessons

d) In suspected cases of other student academic misconduct (e.g. plagiarism, improper use of artificial intelligence and/or a third party, collusion, fabrication of data and/or duplication of work) in an assessment, the subject teacher(s) concerned reports to the DP department leader

in writing as soon as possible after detecting the possible case. The procedure is then as follows:

- Department leader seeks evidence of suspected misconduct from teacher(s)
- Department leader and teacher(s) share the evidence with the student and parents/guardians
- Department leader and teacher(s) seek an explanation from the student
- If misconduct is concluded to have occurred, the student is penalized as follows:

  First offence: zero marks (per criteria) for the assessment(s)
  Subsequent offence(s): zero marks for the assessment(s) plus an in-school suspension

In all of the above cases, the decision is always shared with parents / guardians as well as the student and the details of the case are recorded in the school's administration system.

Should a student persist in acts of academic misconduct, the DP department leader may decide to communicate the behaviour to the head of the international school in order to initiate the school's grave misconduct procedure. This can lead to a student being expelled from school.

Formal IB assessment (for the IB MYP Certificate or the IB Diploma)

a) In cases where work for formal IB assessment has not been submitted on time (without prior reason given) the subject teacher refers the case to the relevant department leader. The department leader applies the process as documented in the school's assessment policy / MYP late work policy.

b) In cases where a student has failed to show up, without reason, for an IB exam, the department leader follows the rules and regulations stated in the IB's Conduct of examinations document. Parents/guardians are informed.

c) In cases where one (or more) student(s) has committed academic misconduct in a written IB exam (e.g. copying or attempting to copy the work of others, accessing notes or a mobile phone (or similar), using inappropriate language / images, disrupting the exam for others) the department leader records the incident, seeks an explanation from the student(s), in the presence of their parents/guardians, and shares this with the IB, along with all relevant evidence. The IB decides on the nature of the penalty as per the IB Academic Integrity Policy.

d) In suspected cases of student academic misconduct such as plagiarism, collusion, fabrication of data / content (e.g. use of AI writing technology without proper citation) and/or duplication of work being presented as the final submission of coursework for formal IB assessment the subject teacher(s) concerned reports to the department leader in writing as soon as possible after detecting the possible case. The procedure is then as follows:

- Department leader seeks evidence of suspected misconduct from teacher(s)

- Department leader and teacher(s) share the evidence with the student and parents/guardians
- Department leader and teacher(s) seek an explanation from the student
- If misconduct is concluded to have occurred, the student is penalized as follows:

  - **No work for the relevant subject (component) will be submitted to the IB.**
  - **The IB will consequently not award a grade for the subject concerned and no diploma will be awarded**
  - **The student will only be able to retake the subject in the next available exam session.**

e) If work for formal IB assessment has already been submitted to the IB and there is a suspected case of student academic misconduct e.g. plagiarism, collusion, fabrication of data / content (including the use of AI writing technology without proper citation) and/or duplication of work, the IB will contact the department leader in writing with the evidence and ask the department leader to carry out an investigation. The procedure then is as follows:

- The department leader will inform the candidate and their parents/guardians of the suspected misconduct and presents the evidence provided by the IB
- The department leader interviews the candidate in the presence of an observer as witness where the candidate is invited to present a written statement
- The department leader seeks a statement from the relevant subject teacher (of subject / component concerned)
- The department leader returns all relevant statements / evidence to the IB.
- Based on the evidence available, **the IB decides** whether academic misconduct has occurred, and subsequently whether or not a grade can be awarded. There may be further consequences as documented the IB's Academic Integrity Policy

In all cases of (suspected) academic misconduct involving formal IB assessments a record is kept of the case in SOM.

DP Student Declaration

I, ..., as a student of

International School Rijnlands Lyceum, Oegstgeest, confirm that I have read and understood the ISRLO Academic Integrity Policy.
I also, hereby, declare that all work I submit for assessment will be my own work, and that all sources used in my work will be fully acknowledged.
I understand that any act of academic misconduct in which I participate before, during or after the completion of formal IB assessment may lead to the school and/or IB taking action that can lead to me not being awarded the IB diploma.

Signed ....

Date ....

Student Declaration For MYP4 -5 Students

I, ..., as a student of

International School Rijnlands Lyceum, Oegstgeest, confirm that I have read
and understood the ISRLO Academic Integrity Policy.
I also, hereby, declare that all work I submit for assessment will be my own
work, and that all sources used in my work will be fully acknowledged.
I understand that any act of academic misconduct in which I participate before,
during or after the completion of formal IB assessment may lead to the school
and/or IB taking action that can lead to me not being awarded the MYP
certificate.

Signed ....

Date ....

Student Declaration For MYP 1 – 3 Students

I, ..., as a student of

International School Rijnlands Lyceum, Oegstgeest, confirm that I have read and understood the ISRLO Academic Integrity Policy.

If I have questions about the nature of academic integrity and student academic misconduct I will ask my tutor or the MYP Department leader.

Signed ....

Date ....

<u>References</u>

International Baccalaureate Organization. *Academic Integrity.* Cardiff: IB, 2019.

Appendix: MYP Late Work Policy

Keep in mind you may only apply the following measures if you, teacher, have placed the homework/task in ManageBac according to the MYP Homework policy.

MYP1 - 5	
Homework incomplete or not done	• Teacher decides if a note in the behavior section of ManageBac is required. • Teacher agrees with student on a strategy to follow.
Formative work not submitted	Always: • Teacher places a note in the **behaviour** section in ManageBac indicating that no (written) feedback can be provided. • Student is reminded by the teacher in the lesson. Option: • Teacher agrees with student on a strategy to follow.
Summative work not submitted	Always: • Teacher places a note in the **behaviour** section in ManageBac indicating that the work is missing and still needs to be handed in. Parents and tutor are informed. • The work will be given a level of n/a for all assessment criteria involved as an indication that the work is pending (assessment policy). • Student is reminded in the lesson. Term 1-2-3: • Work handed in <u>before the end of closing week</u> should be graded and taken into account for the term grade. • Any outstanding work must be completed, under supervision of the MYP department leader, by the end of the first week of the <u>following term</u>. *In exceptional cases*, work can be accepted at a later date. • Work handed in late may not be marked in time for the release of the termly report card. In this case, to indicate work is still pending, <u>n/a will appear on the report card</u> for the current term (even if other work for the same criterion has been awarded an attainment level). Once the late work is marked, the level awarded will be changed in ManageBac and, in further terms, will be used to determine the award of a 1-7 grade Term 4: • The student must report to school <u>on an agreed afternoon, no later than the first Monday after the closing week,</u> to finish and submit outstanding work personally (either to teacher and/or the IB MYP department leader).