

Code of Academic Integrity

Academic Honesty Policy -- MYP and DP

Lakes International Language Academy

Academic integrity at LILA

The IB Learner Profile describes traits that we, the Lakes International Language Academy community, seek to promote and foster in all students. The LILA IB faculty believes that academic integrity is crucial to the core values implicit in the Learner Profile. As the Learner Profile is taught to our students, the faculty will explore the *Principled* attribute in its definitions as it applies to core values as well as both personal and academic integrity. We wish to uphold the educational philosophy of the IB and our school; students will learn the importance of being credible and honest in roles including inquirer, researcher, collaborator, writer, and presenter through the development of sound media literacy skills (one of the Approaches to Learning Skills in the IB programme). This policy will be posted on our school website.

Academic misconduct prevention

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.

As our students learn about the need for academic honesty in a school setting, they will also learn good practices in which this can be achieved.

Our Code of Academic Integrity will be shared with the Upper School community; teachers will discuss and review it in classrooms, including subject-specific examples and age-appropriate scenarios to which students can relate as well as understand. Our school culture will promote the code's purpose as well as ways to successfully hold ourselves to a high standard of academic integrity. In addition, a copy of the policy will be posted on our website.

Teachers are expected to provide explicit instruction and guidance to students. Students should be taught about the forms of academic honesty and how--and why--to avoid them. "Proper citation is a key element to academic scholarship and intellectual exchange" (*Academic Honesty in the Diploma Programme*). If students do not understand how to properly attribute work to the creator, it is the responsibility of the teacher to make certain that students are taught how to properly attribute work.

The Upper School faculty agrees to work diligently to deter malpractice. The faculty is expected to carefully review the submitted work of students in an effort to determine the authenticity of their work. Where appropriate, internet searches and software will be used to verify the authenticity of student work.

It is the intent of the LILA MYP and DP programmes to provide a monitoring service to help both students and teachers identify and properly attribute content used by students in students' work. The LILA Upper School is considering options, such as Turnitin, to provide this service.

Academic honesty agreement

The LILA community seeks to highly discourage academic misconduct. Examples of academic misconduct are outlined in this agreement. Students are expected to agree to refrain from engaging in academic misconduct for all formative and summative assignments/assessments.

Code of academic integrity for LILA-level MYP/DP formative and summative assignments/assessments

All students in the LILA IB MYP and DP community agree to refrain from engaging in the following breaches to IB regulations:

- Plagiarism
 - *Definition:* The representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgment.
- Collusion
 - *Definition:* Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student.

DP-specific

- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behavior during an examination
- Disclosure of information about the content of an examination within 24 hours after a written examination

Consequences for a violation of the above standards on/during a LILA-level formative or summative assessment could include a zero on the exercise, a referral to administration, parent/guardian contact, forfeiture of sitting for LILA MYP/DP summative assessments, or a combination, depending on the circumstances. After addressing their concerns with the teacher directly, students will have the opportunity to appeal any decision to a LILA Honor Court.

DP-specific: The identification of a violation of the above standards on/during an IB internal or external assessment will be reported to the IBO for investigation. Furthermore, work submitted to the IB for assessment that has been identified by the IBO for as academic misconduct will be subject to the academic honesty policy of the IBO; this includes offenses and their penalty, the procedure for an investigation, the rights of the candidate, notification of decisions made, and appeals. The IB coordinator(s) will work closely with the IB to facilitate the investigation of academic dishonesty.

I do hereby resolve to uphold the code of academic integrity by refraining from violating the standards listed above.

Student name (print) _____

Student signature _____ **Date** _____

As the parent/guardian of the above student, I support this code of academic integrity presented above.

Parent/guardian name (print) _____

Parent/guardian signature _____ Date _____

**Appeals to the LILA IB Honor Court for cases of academic misconduct on any coursework
(with exception of IB formal assessments)**

Role: The role of the Honor Court shall be review any appeals regarding the violation of the LILA IB Code of Academic Integrity, evaluate the consequences, and render any final decisions as to the upholding or reversal of the consequences.

Members: The Honor Court shall be composed of three IB faculty members, the MYP/DP Coordinator, and one school administrator. The faculty members will be volunteers, representing different subjects, and serving on a rotating schedule. The teacher of the subject in which the dispute arose shall not serve on the court. For this purpose, at all times there will be one alternate IB faculty member who may serve on the Honor Court in case the teacher involved is currently on the Honor Court.

Procedure:

1. Appeals must be submitted in writing to the IB Coordinator.
2. The IB Coordinator shall request a written description of the incident from the teacher and student.
3. Parents or guardians shall be invited to submit a written statement on behalf of their student. However, parents or guardians will not be invited to attend an Honor Court hearing.
4. The Honor Court shall convene as soon as possible in a closed meeting to review the documents and to consider rendering a decision.
5. If a decision has been reached, the student, teacher, and parents will be notified of the decision in writing.

If a decision was not reached in the initial Honor Court meeting, the student, teacher, and/or Honor Court may request a follow-up hearing so that student and/or teacher may address the Honor Court directly. A decision will be rendered by the Honor Court during a closed meeting and the student, teacher, and parent will be notified of the decision in writing.

Sources

- *The Diploma Programme: From Principles into Practice* (IB publication)
- *Academic Honesty in the Diploma Programme* (IB publication)
- Socastee High School IB DP Programme

Policy review:

Annually, a committee comprised of teacher representatives and members of the leadership team will review and update this policy. When revising the policy, the committee will refer to the guidelines established by IB for this area. The updated policy will be reviewed annually with staff during our pre-service professional development days and updated on the website for all stakeholders to access.