Dagun International School Academic Integrity Policy and Protocol

At Dagun International School, We equip learners with the knowledge, skills, and attitudes needed to become valuable contributors to our global community. We develop well-rounded global citizens who are confident, creative, competent communicators, and ethical problem solvers.

Our vision at Dagun International School is to ensure our graduates are qualified and socially responsible citizens who make a positive impact on the lives of people locally and globally.

Expectations of all students Following the IB learner profile and consistent with school policy, we expect our students to, among other things, be principled and act with integrity and honesty. This includes being honest with their work and aiming always to view assessment as a chance to show what they know. We ask students to familiarise themselves with what constitutes academic honesty and dishonesty and make themselves fully aware of the guidelines outlined here.

What constitutes malpractice? *According to the IB, malpractice* is "behaviour that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes:

- *Plagiarism* - the representation of the ideas or work of another person as the candidate's own.'

- *Collusion* - supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

- *Duplication of work* – the presentation of the same work for different assessment components and/or diploma requirements."

- *Misconduct during an examination* – including the possession of unauthorised material.

- *Disclosing information* to another candidate or *receiving information* about the content of an examination within 24 hours after the examination.

- *Any other behaviour that gains an unfair advantage for a candidate or affects another candidate's results (for example, taking unauthorised material into an examination room, misconduct during an exam, falsifying a CAS record)".*

Source: IBO 2012 *Academic Honesty*

What the school considers acceptable for students' work: Our expectations for work submitted by students are that they:

• understand that assessment aims to demonstrate what *they* know, understand, and can do and must provide their work.

• Understand academic dishonesty and use tools such as TurnItIn.com, bibliography programs in Microsoft Word or online, and recognised citation systems such as MLA, Harvard, or APA to cite any sources, images, data, and/or ideas.

• Use time-management and self-management strategies to avoid procrastination, which often leads to the temptation to plagiarise.

• seek clarification from teachers or the librarian when they are unsure whether using the work of others may constitute collusion or how to cite specific sources.

• make an effort to contribute their ideas in group work to avoid relying solely on others

• make an effort to submit drafts of work to teachers to help teachers ensure that the ideas being developed are those of the student.

• make notes in their own words whenever possible while still recognising the sources of those ideas

• paraphrase correctly, changing the original's words and sentence structure without changing the content.

• compile an ongoing record of sources, noting full details and dates as they access them

• use various sources for research, including books and the Internet, but never just take someone else's ideas from any source and present them as their own.

• cite all sources they use - words, pictures, music, computer code or other - even when summarising or paraphrasing the source."

• use quotation marks, indentations, or a similar method to distinguish between their work and the source being used clearly

> Source: IBO, 2012. *Are you completing your IB assignments honestly?*

What the school does *not* consider acceptable is any work that could be regarded as plagiarism, collusion, or duplication of work following the IB definitions. For example:

• copying all or part of a piece of work, its ideas and/or words, and presenting it as your own by either:

o using someone's ideas, even if you put them in your own words, without giving them credit

o failing to put quoted words in quotation marks

o changing words but copying the sentence structure of work without giving credit

o rearranging words and changing sentence structure without giving credit

o compiling a range of sources (cited or not) that form the majority of your work with little or no original work of your own.

o failing to acknowledge all sources used fully

• Bring unauthorised material into any exam, including notes, calculators not following IB rules or, when not allowed, any notes, etc.

• lending work to another student doing a similar assignment.

• producing results dishonestly – for example, creating data when claiming to have run an experiment.

• inventing sources.

• having a tutor edit or rewrite parts of work and provide too much assistance

- taking any inappropriate action that would gain a student an unfair advantage on an exam. For example, signalling the answers to another student in a multiple-choice exam.
- giving other students information or answers from homework, quizzes, or tests.
- falsifying any document and/or signatures
- changing exam solutions after the exam has been graded.
- using purchased assignments.
- lying, cheating, or being deceitful about academic work.

Any breach of the academic integrity policy and protocol, as outlined below and in accordance with the IB policy, will result in consequences. These consequences are designed to uphold the integrity of our academic community and ensure that all students are treated fairly and equitably.

The roles and responsibilities of students:
- to ensure they are familiar with the academic honesty policy and all requirements for specific courses
- to sign the policy and protocol document confirming they agree to abide by the policy
- to avoid asking peers to copy homework
- to organise their time to avoid last-minute submission of work, which leads to temptation
- to ask their teachers, librarian, and MYP coordinator if they are unsure how to cite a source

The roles and responsibilities of teachers:
- to read and become familiar with the academic honesty policy, its philosophy and procedures and share these with students
- to remind student of the application of the academic honesty in the assessment policy
- to model academic honesty in their teaching by citing all sources on handouts, slideshows, etc
- to apply the appropriate sanctions consistently and fairly according to the table of consequences when breaches of academic honesty occur
- to report any cases of academic dishonesty to the appropriate person, according to the table of consequences
- to help students with organisational skills to reduce temptations to copy work
- to maintain the integrity of examination paper questions and answers

The roles and responsibilities of parents:
- to ensure they are familiar with the academic honesty policy
- to attend the academic honesty policy presentations as needed and read the documentation that pertains to academic honesty
- to sign the policy document confirming they agree to abide by the policy
- to help ensure tutors working with their children do not breach academic honesty expectations
- to help provide their child(ren) with spaces to help them organise their time and work
- to model a principled attitude to issues connected with academic honesty

• Contact teachers, librarians, and the DP / MYP coordinator if they are unsure about academic honesty regarding their child(ren)'s work.

The roles and responsibilities of school:
• to ensure that all stakeholders are familiar with the academic honesty policy
• to present regular academic honesty policy presentations as needed and update the documentation that pertains to academic honesty
• to help ensure their students do not breach academic honesty expectations
• to help provide their students with adequate spaces and time to help students get their work done
• to model a principled attitude to issues connected with academic honesty and follow the Academic honesty policy with fidelity and consistency.

Examples of Breaches of Academic Honesty and their Consequences

The following are designed as guidelines, and The school will consider each case individually.

LEVEL 1- Minor or first offences: These include first or minor offences (deemed unintentional by a teacher in lower grades) on internally assessed school work, such as failing to acknowledge all sources in an assignment or some sources accurately.

LEVEL 1- Consequences are designed to promote responsible behaviour. Depending on the offence, the following interventions are employed by the teacher:
• student repeats the assignment for teacher feedback and to display an understanding of academic honesty
• email to parents
• letter of concern home to parents cc'd to Dean of Students
• student meets with the Dean of Students

A first offence results in a warning; a second offence is reported to parents and incurs a backpack entry. Three infractions will be treated as a Level 2 violation.

LEVEL 2- Repeated level 1 offence or more significant incidents. These include behaviours (or repeated Level 1 behaviours) such as
• academic dishonesty in a *class test or school examination,* including:
- having unauthorised material (notes, cell phone,
electronic dictionary, etc.) - not having a correctly cleaned calculator - copying from another student - disclosing test contents to another student
• academic dishonesty concerning *homework,* including, but not limited to:
- lending homework to another student that
results in copying - copying homework from another student/source - failing to acknowledge sources correctly - having someone else (tutor, peer, other) complete the homework

LEVEL 2- Consequences designed to allow students to reflect on their behaviour and plan improvement, which may involve the support of the AP, counsellors, parents, and teachers.

• temporary removal of the student from the test or exam
• Students may repeat the assignment for teacher feedback and to show understanding of academic honesty
• student meets with the Dean of Students
• Notify parents via letter and cc the Dean of Students
• The student's name is added to the document and made available to all the teachers in the school. The list indicates the nature and severity of malpractice. Repeated occurrences of a student on the list could result in detention or suspension
• Afterschool detention
• Student becomes ineligible for the honour roll
• Initiation of a weekly progress report by the Dean of Students
• conditional contract through Dean of Students

A first offence is reported to parents, and if a consequence is incurred from the examples above, a repeated offence will be treated as a Level 3 violation.

LEVEL 3- Serious Offences or Repeated Level 2 These include behaviours considered severe, in breach of exam board/school regulations, and threatening the school's reputation.

LEVEL 3- Consequences from School / Exam board designed to show students will lose privileges if they disrespect academic honesty and jeopardise the school's reputation.
This may involve teachers, parents, counsellors, administrators, and other support agencies as appropriate.
• Plagiarism, collusion, lack of academic honesty on externally moderated coursework or work submitted for internal assessment
• Academic dishonesty in an exam
- having unauthorised material in the exam room (notes, cellphone, textbook, electronic dictionary, etc.) - not having a correctly cleaned calculator - copying from another student - disclosing exam paper contents to another student

School Consequences
• teachers will submit a report to the relevant IB coordinator, and an investigation will be carried out. Following an internal investigation, a report **may or may not** be forwarded to the appropriate exam board
• no grade for report/automatic failing condition for the course
• incident to be reviewed by the Head of School, Curriculum Coordinator, Dean of Students

• conference with parent/teacher / Dean of Students / Curriculum Coordinator/ Head of School
• internal/external suspension (up to board policy max)
• The incident referred to the Superintendent for possible expulsion

AI addendum

The principles of DIS's approach to AI are as follows:

▪ AI is part of the world students live in and the world we are preparing them to work in. For this reason, our foremost priority is educating students about the use of AI.

▪ Teachers should seek opportunities to use tools such as chat GPT constructively in lessons, whether to assist in speeding up research, summarising information, drafting, or in any other way the teacher sees fit.

▪ The school is committed to seeking opportunities for students to explore the uses of AI in the world beyond school and exposing students to the various things AI can do.

▪ The school recognises that AI is a fast-developing landscape, and we will regularly need to review our approach.

▪ In line with the advice of thought-leaders in this area, our position is that AI is beneficial but can only assist and cannot supplant human intelligence. For this reason, we will continue
to develop students' skills, even where AI can perform specific tasks in a traditional curriculum.

▪ The school is committed to discussing the merits and demerits of AI work. This should include assessing the quality of AI work in the classroom and discussing issues such as hallucinations or implicit bias.

▪ It is unacceptable for students to hand in a piece of AI-generated work without explicitly explaining how AI was used. When students do this, they claim the work of AI as their own, which should be treated as a matter of academic dishonesty. Even where it is
explained how AI has been used, a teacher may still require a student to repeat a piece of work if they feel the student has used an AI as a substitute for reliance on their abilities.

▪ Students are permitted to use AI as a part of research or drafting or perhaps in other ways. However, where they do, they must cite passages produced by AI appropriately, including if they have revised the passage themselves, as this would be considered a case of co-authorship. Where AI has been used as a part of research, the search performed should be included in the list of citations.

Teachers should act in line with the principles above. On a day-to-day level in the classroom, this is likely to mean vigilance concerning potential cases of academic dishonesty. Teachers should make use of available checking software.

Additionally, teachers should seek opportunities to build the use of AI in lesson activities and should look for ways to discuss the positives and negatives of AI-produced work. Teachers must consistently emphasise why students must continue developing their skills and refrain from over-reliance on AI. Teachers should also remain open-minded and prepared to have their ideas on AI challenged, as we must understand that AI

technology is developing very rapidly, and we will need to continue to revise both our approach and our planning.

N.B

This document will be reviewed and updated yearly as necessary

This document was reviewed by administration and teachers

This document is also available on our school website.

Updated 11/20/24