**JELGAVA SPIDOLA STATE GYMNASIUM
ACADEMIC HONESTY POLICY**

*Issued in accordance with Section 53, Paragraph one of the General Education Law,
Cabinet of Ministers Regulation No. 556 "Requirements for General Education Institutions in order to admit
students with special needs into the educational programmes implemented by them"*

1. JELGAVA SPIDOLA STATE GYMNASIUM CORE VALUES

JSVG Mission – who we are and what we do:

- develop inquirers, communicators, risk-takers and leaders;

- provide an environment of creativity, innovation and care;

- foster intercultural understanding and respect;

- empower students to implement positive change in the face of future challenges.

Our Core Values – the qualities that must be in place and actively followed in order for JSVG to accomplish its Mission.

In all that we do, we value:

- care and compassion – we believe that we have an obligation to listen thoughtfully to others, to consider their points of view and to treat them with kindness and empathy;

- the pursuit of high quality – we set high but realistic standards for everything at JSVG. We regularly assess how we are progressing towards those standards and constantly seek to improve. We encourage asking, "How can we do that better the next time?";

- inquiry-based learning – "Why?" is our favourite question. We see ourselves as life-long learners and developing a joy of learning is essential to what we do;

- taking action – We are committed to making a difference. Therefore we work hard to

connect learning to service. We look beyond ourselves and seek to make genuine, positive changes in the world around us.

Our Vision – JSVG is internationally recognized as a school that develops and empowers future innovators and leaders.

2. IB LEARNER PROFILE

The core of International Baccalaureate program is the **IB Learner Profile** and the Jelgava Spidola State Gymnasium (JSVG) celebrates the promotion of these student attributes:

- Inquirer – Acquires skills for purposeful, constructive research;
- Thinker – Applies thinking skills critically and creatively to solve complex problems;
- Communicator – Receives and expresses ideas in more than one language including the language of mathematical symbols;
- Risk-taker – Approaches unfamiliar situations with confidence;
- Principled – Displays integrity, honesty and a sense of fairness and justice;
- Caring – Develops a sense of personal commitment to action and service;
- Open-minded – Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view;
- Balanced – Understands physical, mental and personal well-being;
- Reflective – Analyzes own strengths and weaknesses;

JSVG, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate Mission**:

"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 programme of international education and rigorous assessment. This programme encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (IBO)

3. STATEMENT OF PHILOSOPHY

At the Jelgava Spīdola State Gymnasium (JSVG), we promote strong values and ethical behavior, not only because this is in line with the expectations of the IB Middle Years Programme, but more importantly, because being trustworthy and responsible learners is fundamental to who we are and who we aspire to be. We recognize the critical role the school plays in both the academic and ethical development of each student. Additionally, assuming responsibility for building and maintaining a culture of academic integrity, trustworthiness and behaving in a principled manner extends to the wider school community of students, staff and parents.

We believe it is essential that all teachers, regardless of subject, provide correct and consistent guidance on how to effectively work collaboratively, how to properly cite sources using MLA format, and to support a transparent learning environment so that students complete their tasks with integrity from the start. As such, all teachers are supporting the development of student research and information literacy skills. Additionally, it is during these years that students' characters are formed, and equipped with the skills to work independently, JSVG students are encouraged to be lifelong learners.

Assignments incorporate critical thinking skills to challenge students to research independently, synthesize their ideas, or work together to create. Accurate assessment of a student's understanding through completed assignments allows teachers to support students with sound instructional strategies and suggestions for revising. Inaccurate representations of a student's progress obstruct this process.

Academic honesty in the IB is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. This is further defined as respect for the intellectual property of others and submission of only authentic pieces of work with the ideas of others fully acknowledged.

We encourage our students to be:

- Inquirers - students acquire the skills needed to conduct inquiry and research.
- Knowledgeable – students explore concepts, ideas and issues
- Principled – students act with integrity and honesty; they take responsibility for their own actions.

- Open-minded – students practice seeking and evaluating a range of points of view.
- Courageous – students are brave and articulate in defending their beliefs.

MYP students must demonstrate academic honesty and avoid any form of academic misconduct.

JSVG MYP Academic Honesty Policy focuses on prevention and promoting good practice. It is our   goal for the entire school community to view the principles of the Academic Honesty Policy positively.

4.   DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY, EXPECTATIONS

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 38). As such, students should complete their work with integrity. Enforcing academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

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 (as defined below).

Intellectual property refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce (What is intellectual property). Forms of intellectual and creative expression for example, works of literature, art or music must be respected and are normally protected by law.

It may be impossible to produce a statement that encompasses all forms of malpractice. Therefore, any breach of academic integrity will result in a referral to the MYP Principal Coordinator with academic consequences.

Table 1. Definitions and explanations of academic dishonesty

Violation	IB Definition	Examples
Plagiarism	The representation of the ideas or work of another person as the student's own.	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.
To Avoid Plagiarism: If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and gives your work greater credibility.		
Collusion	Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.	* You let another student copy from your homework. * The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it. * If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion. * 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.
To Avoid Collusion: Always do your own work. If you are unsure, ask your teacher before you ask a classmate. During an exam or other assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher.		

Duplication	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.

To Avoid Duplication:
Start a new document whenever you start a new assignment and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.

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.	* Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. * Using restricted material during assessment task/eAssessment, such as cheat sheets, or electronic devices. ● Leaving the room during an assessment task/eAssessment and using restricted materials prior to returning. ● Fabricating information to try to earn more time or credit on an assignment, project, or exam.

To Avoid Cheating:
Leave all electronic devices in your locker when taking an assessment/eAssessment. Avoid talking to or looking at classmates during an assessment. Be a principled human being and tell the truth.

Source: MYP: From Principles into Practice 76-94

5. ENSURING ACADEMIC INTEGRITY

Academic honesty is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development. ATL skills have relevance across the curriculum and help students "learn how to learn". To support learning and encourage students to complete work with integrity, JSVG has adopted a number of strategies:

● students will learn and practice academic honesty as part of their ATL skill development across subject groups, Community project and Personal project.

● students will receive an age-appropriate copy of the policy.

● whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc.).

● the website provides resources demonstrating how to use in-text citations to reference sources as well as how to make a works cited page.

● students will learn how to properly reference sources using this method which includes both in-text citations as well as a works cited page.

● teachers will consistently teach how to cite.

● we encourage students to talk with their teachers and the librarian when they do not know when or how to reference a source.

● teachers will clearly inform students whether work is to be completed individually or collaboratively in groups.

● students will use process journals in some MYP subject groups as well as the MYP personal project and community project as a tool for promoting academic honesty.

● if a test is given during class, the teacher will remind all students that possession of a restricted electronic device and materials violates the school's academic honesty policy. The teacher will provide a place in the classroom for these devices but does not claim responsibility for the devices.

● ELL students where possible, may learn through their mother tongue and choose to work from multilingual sources. We also provide support for ELL students in regard of differences in cultural understanding of academic honesty.

5.1. Roles and responsibilities

Implementing this academic honesty policy is the collaborative work of all the members of the school community, even though each one has a specific role and responsibility.

MYP Principal - Coordinator

● Create the academic honesty policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.

● Promote and encourage teachers to educate students regarding the policy.

● Enforce the consequences when a student violates the policy.

Teachers

● Implement the school's academic honesty policy through relevant ATL skills development in all subject group classes.

● Be role models in honesty for students.

● Provide guidance regarding studying, writing an academic document, inquiring and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in

a variety of disciplines.

● Promote a classroom environment that encourages academic honesty and critical thinking.

● Enforce the consequences when a student violates the policy.

Librarian

● Support teachers and students in identifying good practice regarding academic honesty.

● Help students obtain reliable information from various sources.

Students

● Learn and practice academic honesty as part of their ATL skill development and be aware that the coordinator, librarian and teachers are available to offer further advice and guidance.

● Support the spirit of the academic honesty both in attitude and action when completing all assignments.

● Understand that no assignment is excluded from this policy.

● Starting the IB programme sign an Agreement Pledge of Academic Honesty declaring comprehension and compliance with school's Academic Honesty Policy.

Families

● Support the ethical values of honesty and integrity.

● Share school's enforcement of the academic honesty policy, especially with regard to work done outside of school.

● Help and encourage students with schoolwork, but never do it for them.

6. PROCEDURE FOR VIOLATION

The Jelgava Spīdola State Gymnasium (JSVG), as an institution of learning, holds as one of its highest ideals that of honesty in academic affairs. With this in mind, it is incumbent upon both faculty and students to protect and maintain a high degree of academic honesty in our school.

Upon each instance of a suspected violation of the school's standards of Academic Honesty, the following procedure will be followed.

1. The teacher who assigned the work will carry-out an investigation. In the process, the teacher will:

- consult the MYP Coordinator to determine a plan;
- consult with the student involved;
- consult with any other individuals who may be involved.

2. Ensure the rights of the student and those involved are not violated.

3. If the teacher determines the student is responsible for the misconduct, he/she will file an official Incident report (Drive>Everything>School Forms). **The form is sent to the MYP Coordinator.**

4. To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the MYP Coordinator who will attach it to the original incident report.

5. The student will meet with the MYP Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

7. ACTIONS

1st Offence

In addition to the procedure outlined, the following will take place:

1. The teacher will notify parents of the incident.

2. The student will discuss the offence with the subject teacher and MYP Coordinator, if necessary.

  2.1. If the offence is explained as unintentional, the student has one week to improve the work. If the term is not met, the student will redo the assignment in summer time.

  2.2. If the offence is intentional, the student will receive 0 points as the summative assessment and be given the opportunity to improve the average assessment during summer time, as stated in JSVG Assessment Policy. (1st two weeks in June)

2nd Offence

In addition to the procedure outlined, the following will take place:

1. The MYP Coordinator will notify parents of the incident.

2. The MYP Coordinator will meet with the student and the teacher to discuss the

incident.

      3.   The student will receive a zero for the assignment and will redo the assignment in summer time (1st two weeks in June).

3rd Offence

In addition to the procedure outlined, the following will take place:

      1.   A conference including parents, teacher, student, MYP Principal Coordinator will take place to discuss the academic misconduct and how to avoid it in the future.

      2.   The MYP Coordinator will make a written record which will remain on the student's permanent file for the duration of the student's studies at JSVG.

3. POLICY ALIGNMENT

JSVG MYP academic honesty philosophy and policy align with our school values and other policies as outlined below. In all of these policies and procedures, the student is central.

IB Learner profile

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 38). As such, students should complete their work with integrity.

JSVG mission statement

Our mission statement aims to "develop inquirers, communicators, risk-takers and leaders". Part of being an inquirer, risk-taker and leader is understanding and demonstrating integrity and honesty in all assignment and as an individual.

JSVG MYP assessment policy

JSVG MYP academic honesty policy aligns with our assessment policy. Academic honesty section in the JSVG MYP assessment policy states "... students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation to this will be dealt according to JSVG MYP Academic Honesty Policy." Formative assessment

tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task.

JSVG MYP language policy

JSVG MYP language policy supports (ELL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources. We also provide support for our English language learners in this regard as there may be differences in cultural understanding of academic honesty that need to be bridged. Teachers will consistently teach how to cite using MLA.

JSVG SEN-Inclusion policy

All students regardless their learner status are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

4. POLICY REVIEW

This policy will be reviewed at the beginning of each school year by all MYP teachers. Review cycle is three years, including teacher, student and parent representatives guided by the MYP Principal Coordinator.

APPENDICES

Appendix 1: JSVG MYP ATL Core skills: vertical planning; Category: Research

Cluster	All subjects/ library/ICT/SEN	Expectations by year 2	Expectations by year 3	Expectations by year 5
Information/ media literacy: Finding, interpreting and presenting (including referencing) information	Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)	Evaluate and use an appropriate source with guidance	Develop, evaluate and use an appropriate set of sources with some guidance	Select, evaluate and use a variety of appropriate sources independently
	Create references and citations, use footnotes/endnot es and construct a bibliography according to recognized conventions (MLA)	Use the agreed referencing style with guidance	Use the agreed referencing style with some guidance	Use the agreed referencing style independently.

Pledge of Academic Honesty

I hereby declare that I have read the (MYP) Academic Honesty Policy and Procedures established for **the Jelgava Spīdola State Gymnasium.** Fully aware of the consequences following from the failure to comply with the regulations, I solemnly pledge that I will always uphold the principles of academic honesty, and maintain the highest standards of ethical conduct.

Name: _____ Date: _____

Signature: _____

MLA CITATION QUIDE

An MLA citation has two components:

    1.   **In-text citation**: Every time you <u>quote</u> or <u>paraphrase</u> a source, you cite the author and the page number in parentheses.

    2.   **Works Cited**: At the end of your paper, you give a full reference for every source you cited, alphabetized by the author's last name.

MLA Works Cited list

The **list of Works Cited** (also known as the bibliography or reference page) gives full details of every source you cited in your text. Each entry is built from nine core elements:

> Author, "Title of the Source." *Title of the Container*, Other contributors, Version, Number, Publisher, Publication date, Location

Following this format, you can create a citation for any type of source – for example, a <u>book</u>, <u>journal article</u>, <u>website</u>, or <u>movie</u>. You only include information that's relevant to the type of source you're citing.

MLA citation examples

Using the interactive tool, you can see what an MLA citation looks like for different source types.

Missing information in MLA citations

Regardless of the source type, the most important elements of any MLA citation are the <u>author</u>, the <u>source title</u>, and the publication date. If any of these are missing from the source, the Works Cited entry will look slightly different.

What's missing?	What to do	Works Cited example
No author	Start with the source title instead. Alphabetize by the first word (ignoring articles).	"Australia fires: 'Catastrophic' alerts in South Australia and Victoria." *BBC News*, 20 Nov. 2019, www.bbc.com/news/world-australia-50483410.
No title	Give a brief description of the source. Use sentence case and no italics or quotation marks.	Mackintosh, Charles Rennie. Chair of stained oak. 1897–1900, Victoria and Albert Museum, London.
No date	Leave out the publication date. Add the date you accessed the source at the end of the citation.	"Who are Scribbr Editors?" *Scribbr*, www.scribbr.com/about-us/editors/. Accessed 10 June 2019.

MLA in-text citations

MLA in-text citations are brief references that direct your reader to the full source entry. You include them every time you quote, block quote, paraphrase or summarize a source. The in-text citation must match the first word of the Works Cited entry – usually the **author's last name**. It also includes a **page number or range** to help the reader locate the relevant passage.

Author	What to do
1 author	Give the author's last name.
2 authors	Give both authors' last names.
3+ authors	Name the first author followed by "et al."
Corporate author	If a source was created by an organization other than the publisher, use the organization name as author.
No author	If the author is the same as the publisher, or if no author is credited, use the source title instead. Format the title the same as in the full Works Cited reference, and shorten if it is more than four words.

Author	What to do
Multiple sources by the same author	Include the title (or a shortened version) after the author's name in each source citation.

If you have already named the author in your sentence, include only the page number in parentheses:

- Smith and Morrison claim that "MLA is the second most popular citation style" (17) in the humanities.

- According to Reynolds, social and demographic circumstances still have a major effect on job prospects (17–19).

Sources with no page numbers

If the source has no page numbers, you either use an alternative locator, or leave the page number out of the citation:

Source type	What to do	Citation example
Audiovisual source (e.g. a movie or YouTube video)	Give the time range of the relevant section.	(Arnold 03:15–03:21).
Source with numbered sections (e.g. an online book)	Give a paragraph, section, or chapter number.	(Smith, par. 38) (Rowling, ch. 6)
Source with no numbered sections (e.g. a web page)	Leave out the page number.	(Barker)

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