

Academic Integrity Policy

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This policy outlines guidance on Academic Integrity implementation, enforcement and appeals procedures at Global Jaya School.

Contents

1. Rationale	3
2. Aims	3
3. Definition of Terms	4
4. Responsibilities	5
4.1 Responsibilities of teachers:	5
4.2 Rights and Responsibilities of students:	5
5. Misconduct	6
6. Responses	7
6.1 Primary School responses:	8
6.2 Secondary School Responses	9
Works Cited	11
Appendix A: Appeal of Misconduct and Responses	12
Appendix B: Secondary Timely Submission Procedures	14

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1. Rationale

Global Jaya School is an IB World School and as such is committed to the principles and standards of the IB across all programmes and the five fundamentals: honesty, trust, fairness, respect and responsibility.

Academic integrity is embedded in the IB Programme standards and practices ([2019](#)).

The policy and procedures in this document are informed both by the GJS mission and vision [GJS Mission and Vision statements](#) and the attributes of the International Baccalaureate (IB) [learner profile](#).

2. Aims

- Clearly define what academic integrity is within the context of GJS.
- Clearly define misconduct in relation to academic integrity.
- Outline practices and procedures to support academic integrity across the school.
- Outline procedures in relation to misconduct.

3. Definition of Terms

Academic integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

Balance of probabilities approach

“Balance of probability” means that the decision maker(s) with appropriate expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Draft

A draft is a complete piece of work submitted for feedback.

Event

An initial suspected case of misconduct.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of submitted student work.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents

Student academic misconduct incidents that are outside the IB’s usual procedures and/or experience.

4. Responsibilities

Based on the IB statement referring to academic integrity, it must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment and recognizing copyright and intellectual property rights (Academic 2). Both teachers and students are responsible for building, maintaining, and respecting academic integrity.

4.1 Responsibilities of teachers:

- 4.1.1 Ensuring that students have a full understanding of the expectations and guidelines of all subjects by referring to the Academic Integrity Policy
- 4.1.2 Ensuring that students understand what constitutes academic misconduct and its possible consequences
- 4.1.3 Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- 4.1.4 Giving feedback and ensuring students are provided appropriate opportunities for editing, as long as it is not contrary to instructions described in the relevant
IB documentation
- 4.1.5 To use MLA referencing or IB subject specific referencing methods as part of their teaching programme.
- 4.1.6 To set appropriate and scaffolded deadlines and scaffolding for work.
- 4.1.7 To supervise the development of all assignments.
- 4.1.8 To utilize methods such as "Turnitin" and/or other to verify originality of work and to promote the use of applications such as easybib.com to support students in the presentation of work with accurate and complete citation and referencing.
- 4.1.9 To comply with all requirements of the IB in confirming that the work submitted by students for the MYP Personal Project and IB Diploma assessments are authentic.
- 4.1.10 To reinforce the school's examination policy and procedures.
- 4.1.11 To follow the procedures set out in this policy and model academic integrity

4.2 Rights and Responsibilities of students:

- 4.2.1 Own their intellectual property.
- 4.2.2 To seek an appeal of a decision, as outlined in Appendix A.
- 4.2.3 Possess a full understanding of GJS and IB policies
- 4.2.4 Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators

- 4.2.5 Respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- 4.2.6 Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- 4.2.7 Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- 4.2.8 Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- 4.2.9 Abstain from giving undue assistance to peers in the completion of their work
- 4.2.10 Show a responsible use of the internet and associated social media platforms.
- 4.2.11 To uphold the principles of academic integrity through the submission of work and completion of tests and examinations.
- 4.2.12 To use the MLA referencing system or other approved referencing system when indicated by the teacher.
- 4.2.13 To submit drafts or notes as requested by teachers.
- 4.2.14 To comply with the examination policy and procedures.
- 4.2.15 To submit work to “Turnitin” and/or others as required.
- 4.2.16 To comply with all requirements of the IB in submission of work for the IB, including signing to verify the work is authentic.

5. Misconduct

5.1 The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of submitted student work.

- 5.1.1 **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- 5.1.2 **Collusion** is supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.
- 5.1.3 **Duplication of Work** is the presentation of the same work for different assessment components, except in cases where it has been approved in advance by the teachers in the affected subjects.
- 5.1.4 Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

5.2 Any intention to submit work which is not one's own is considered academic misconduct. The action may include, but is not limited to, the following:

- 5.2.1 Submitting another student's work as one's own work.
- 5.2.2 Obtaining or accepting a copy of tests or scoring devices prior to their administration.
- 5.2.3 Giving or obtaining test questions or answers from a member of another class prior to their administration.
- 5.2.4 Copying from another student's test or computer screen, or allowing another student to copy from a test or computer screen.
- 5.2.5 Using materials which are not permitted during a test (calculator, reference material, etc.).
- 5.2.6 Copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer-based work or take-home test regardless of whether or not the work is being submitted for a grade. Submission of work purchased through an online entity and not by the submitting student.
- 5.2.7 Permitting another student to copy, or writing another student's take-home test, homework, project, report or paper for which they take credit as the author.
- 5.2.8 Accessing restricted computer files without teacher authorization.
- 5.2.9 Copying materials, including computer software, in violation of copyright law.
- 5.2.10 Deception by providing false information to an assessor concerning a formal academic exercise. e.g. giving a false excuse for missing a test, exam or deadline or falsely claiming to have submitted work, submission of deliberately sabotaged or corrupted files.
- 5.2.11 Cheating - any attempt to give or obtain unauthorized assistance in a formal academic exercise (like an examination).
- 5.2.12 Bribery - or paid services. Giving or receiving certain test answers for money.
- 5.2.13 Sabotage - acting to prevent others from completing their work. This includes removing pages from textbooks, taking or destroying another student's work, blocking online/computer access, or willfully disrupting the experiments of others.

6. Responses

All reported events will be reviewed and an appropriate response carried out. This process will include a review of the student's history of academic misconduct. Incidents of academic misconduct are tracked cumulatively within the school year and across subjects. Primary School Leadership will inform Secondary School Leadership of any concerns regarding the academic integrity of transitioning students. Student Academic

Misconduct in Secondary School will remain in a student's file and will be taken into consideration if such misconduct is repeated.

The standard responses to academic misconduct are outlined below. Further consequences may be applied if the circumstances warrant it (i.e. repeat behavior, multiple incidents, severely egregious offense, dishonesty, misrepresentation of events, etc.). Such consequences may include, but are not limited to counseling, suspension, contract probation, expulsion, and/or denial of diploma/certificate. In the case of denial of the diploma/certificate, the school reserves the right to contact transfer partners to provide corrected transcripts without the approval of the student.

6.1 Primary School responses:

Events: Suspected Misconduct is reported using the [Academic Misconduct Reporting Form](#). If it is confirmed that there was Academic Misconduct, the following will apply:

6.1.1 First Incident of Academic Misconduct

6.1.1.1 For the first misconduct, students will have the opportunity to re-submit work with the appropriate referencing and will be advised that future offences will have more serious consequences.

6.1.2.2 Class teachers conduct a meeting with the student to ensure they have a clear understanding of what plagiarism is and the strategies which can be applied to avoid plagiarism in the future (summarising in their own words, citing quotes, etc.).

6.1.2 Second Incident of Academic Misconduct

6.1.2.1 A second misconduct will result in students re-submitting the work and the student's parents will also be notified by the CL using the school letter template and the Principals kept informed.

6.1.3 Third Incident of Academic Misconduct

6.1.3.1 A third offence will result in the student receiving a mark of N/A (not assessed). If the work is informing a summative report mark, the N/A will appear on the report and will be explained in the general teacher's comment, consistent with the procedure for all students who receive an N/A for whatever reason.

6.1.4 Academic Misconduct in a school-set exam

6.1.4.1 If a student is suspected of misconduct during a school set exam, they are allowed to finish the exam.

6.1.4.2 The classroom teacher and CL investigate the event.

6.1.4.3 If necessary, the student can re-sit the exam at a later time. A different exam paper can be used at the teacher's discretion.

6.1.4.4 All confirmed cases will follow the steps listed above for first, second and third incidents.

6.2 Secondary School Responses

Events: Suspected Misconduct is reported using the [Academic Misconduct Reporting Form](#). If it is confirmed that there was Academic Misconduct, the following will apply:

6.2.1 First incident of Academic Misconduct

- 6.2.1.1 The student will have the opportunity to re-submit work with the appropriate corrections and will be advised that future offences will have more serious consequences.
- 6.2.1.2 The subject teacher conducts a meeting with the student to ensure they have a clear and shared understanding of what plagiarism is and the strategies which can be applied to avoid plagiarism in the future.
- 6.2.1.3 HOY and CL are informed.
- 6.2.1.4 A record of the incident will be kept in ManageBac.

6.2.2 Second incident of Academic Misconduct ([Tier Two of Pastoral Framework](#))

- 6.2.2.1 The student must resubmit the work to a satisfactory standard or re-sit the exam but will have a recorded grade of N/A.
- 6.2.2.2 The teacher will assess the work for the purpose of providing feedback to the student.
- 6.2.2.3 A letter from the HOY will be sent home to parents outlining the situation using the school [template](#). This letter must be returned to GJS, signed by the parents
- 6.2.2.4 This letter and a record of the incident will be kept in managebac
- 6.2.2.5 The student and parents will be advised that further misconduct will result in an escalation of consequences
- 6.2.2.6 The student will receive support to follow the Academic Integrity Policy.

6.2.3 Third incident of Academic Misconduct ([Tier Three of Pastoral Framework](#))

- 6.2.3.1 The student must resubmit the work to a satisfactory standard or re-sit the exam but will have a recorded grade of N/A. If the misconduct is in a subject where previous misconduct has taken place, resubmission is not required.
- 6.2.3.2 The teacher will assess the work for the purpose of providing feedback to the student.
- 6.2.3.3 A meeting is held between the Programme Coordinator, Dean of Students, a Principal, the student and the student's parents. A letter of understanding will be discussed and signed.
- 6.2.3.4 The student and parents will be advised that further misconduct will result in an escalation of consequences including, but not limited to: cancellation of IB registration, removal from the May exam session, or dismissal from the school community.
- 6.2.3.5 The student will receive support to enable them to follow the school's policy on Academic Integrity.

6.2.3.6 A record of the incident will be kept in ManageBac.

6.2.4 Academic Misconduct in a school-set exam

6.2.4.1 If a student is suspected of misconduct during a school set exam, they are allowed to finish the exam.

6.2.4.2 Subject teacher and CL investigate the event.

6.2.4.3 If necessary, the student can re-sit the exam at a later time. A different exam paper can be used at the teacher's discretion.

6.2.4.4 All confirmed cases will follow the steps listed above for first, second and third incidents.

6.3.5 Academic Misconduct in formal components of the Diploma Programme

6.3.5.1 Students suspected, or deemed, to have been cheating or plagiarizing in the final IB Diploma examinations, Extended Essay, Theory of Knowledge Essay or Internal Assessments will be subject to the misconduct procedures defined in [the Academic Integrity Policy of IB](#).

Works Cited

Academic Honesty. Geneva, Switzerland: International Baccalaureate Organization, 2019. Print.

Garza, Celina, Dr. Academic Honesty – Principles to Practice. Cardiff, Wales: International Baccalaureate Organization, 2014. Digital.

General Regulations Diploma Programme. Cardiff, Wales: International Baccalaureate Organization, 2021. Digital.

Appendix A: Appeal of Misconduct and Responses

This document outlines the procedure for cases in which a student has been found to have committed academic misconduct and wishes to lodge an appeal. In all cases of appeal, if the decision favors the student, the issue is considered resolved and the teacher and student must proceed as though there was no misconduct. If the decision finds there was misconduct or malpractice, or investigation leads to the discovery of additional misconduct, the Principal/Dean of Students will refer to relevant policies and respond accordingly.

Initial Appeal

Within five days of being notified of their academic misconduct, the student may appeal to the Primary Principal or Secondary Dean of Students. The Initial Appeal form is [here](#).

The Principal/Dean of Students will investigate the event and render a decision. In cases in which evidence beyond a reasonable doubt is not available, the Principal/Dean of Students will rely on the balance of probabilities approach to render a decision.

Request for review by the Academic Integrity Panel

Within five days of being notified of the results of their appeal, students may request a review by an Academic Integrity Panel. The form to request a review by the Academic Integrity Panel is [here](#). Panel membership is fluid and is determined by the Principal to best address the individual situation. The panel will consist of the following representatives:

- 1 Principal (cannot be the same principal who reviewed the initial appeal)
- 1 Programme Coordinator
- 1 full-time Faculty Member
- 1 Counselor
- 1 member of the student council (whenever possible/appropriate)

The panel, under the guidance of the principal, will review all evidence presented, including any additional information gathered from the initial appeal. The panel reserves the right to request a meeting with the student, the reporting teacher, others with relevant knowledge of the event, or any combination thereof. The panel also reserves the right to make their decision based solely on the evidence provided without any further investigation. In cases in which evidence beyond a reasonable doubt is not available, the panel will rely on the balance of probabilities approach to render a decision. All meetings of the panel will be minuted and all minutes will be made available to the student, the students' parents, the reporting teacher, and relevant members of leadership, as determined by the member Principal.

The panel's decision will be based on a simple majority decision. In case of a tie (if a member of the student council is not included on the panel), the member principal will make the final decision.

Request for review by the Head of School

Within five days of being notified of the decision of the Academic Integrity Panel, a student may request a meeting with the Head of School. The Head of School will request all previously gathered evidence and minutes from the meeting of the Academic Integrity Panel. After reviewing these materials and meeting with the student and his or her parents, the Head of School will render a decision. In cases in which evidence beyond a reasonable doubt is not available, the Head of School will rely on the balance of probabilities approach to render a decision. The decision of the Head of School is final.

Appendix B: Secondary Timely Submission Procedures

In order to ensure fair treatment for all students, deadlines for assessed work must be followed. The following guidelines are in place to create an equitable system for timely submission of tasks and avoid any issues of academic misconduct or malpractice.

Task submission procedures

A task is any assigned work with a deadline for submission.

- Task submission deadlines are set by teachers, with oversight by Curriculum Leaders and Programme Coordinators and published on the ManageBac calendar no less than two weeks prior to the submission date.
- If deadlines are changed by the teacher, it will only be done in consideration of student learning.
- Unless documented and approved extenuating circumstances exist, no work will be accepted for a grade after predetermined deadlines.
 - Requests for extensions must be made **prior** to the deadline.
 - A maximum of three days extension may be granted at the discretion of the teacher.
 - If deadlines are not met and no prior arrangements were made, the task will be marked as N/A (not assessed), but the student should still submit the work for feedback.

Major assessment submission procedures

Major assessments are a special category of tasks. We define a major assessment as any task that requires significant work outside of class.

- All major assessments are tasks, but only some tasks are major assessments.
- These assessments are often sent to the IB, either for final assessment or for moderation.
- They include, but are not limited to: Personal Project (PP), External Assessments, IAs (coursework), Extended Essay (EE), Art Exhibition works, TOK Essay, and TOK Exhibition. Service as Action (SA) and Creativity, Activity and Service (CAS) requirement deadlines, while not assessments, also fall under this category.

There are two deadlines for major assessments:

- External deadlines set by the IB and internal deadlines set by Programme Coordinators, in collaboration with Curriculum Leaders.
 - External major assessment deadlines are beyond our control to change and must be strictly adhered to.

- Internal major assessments deadlines are carefully considered and set in a way to help students prioritize and manage their workload.
 - They are set prior to the start of the semester in the case of MYP and the start of the year in the case of DP.
 - These deadlines are included on both Google and ManageBac calendars and generally remain unchanged.
 - These deadlines can only be changed with the approval of the Programme Coordinator, in consultation with Secondary leadership.

Major assessments must be sufficiently scaffolded to provide evidence of learning in cases where the final assessment is not submitted.

- These scaffolded deadlines may include, but are not limited to: proposal, outline, and draft submissions.
- Deadlines for PP, EE, and CAS are set by the coordinators with the approval of Programme Coordinators and cannot be adjusted for individual students at the discretion of the teacher or supervisor.
- Teachers (or supervisors in the case of EE and PP) must closely monitor students' progress to ensure they are prepared to meet final deadlines for major assessments.

Procedures for assisting students who are in danger of not submitting work on time, submitting work which will likely earn a failing grade, or submitting work that will likely be flagged for academic misconduct are outlined in the next section.

Procedures for missed deadlines

- Students who do not meet proposal, outline or draft** submission deadlines must be held during break, lunch, or after school until those works are submitted. It is up to the individual teacher to supervise these extended learning sessions.
 - Teachers must inform the parents of students who fail to submit drafts of major assessments. Other school personnel who need to be informed are the Dean of Students, Programme Coordinator, Student Success Services, and Head of Year.
 - Teachers must provide feedback in a timely manner to allow students to improve their work. Feedback must be provided within 10 school days of submission.
 - Teachers or supervisors must continue to closely monitor students to ensure they are prepared to meet final deadlines for major assessments.
- In the case of IAs, students will be required to attend Learning Extension Opportunities (LEO) for up to one school-week prior to the submission date until

the teacher is satisfied that the work will be completed to a passing level by the due date.

- In the case of works related to the IB Core, the Programme Coordinator will arrange for students to attend LEO for up to one school week prior to final submission dates.
- Unless documented and approved extenuating circumstances exist, no major assessments will be accepted after final deadlines. Without extenuating circumstances, the most recently submitted draft will be marked and submitted to IB.

Timely Submission & Academic Integrity during Home Based Learning:

Given the challenges of HBL, the Leadership team has discussed and agreed to the following adjustments to our Timely Submission procedures and Academic Integrity Policy for the duration of HBL.

- Please afford up to 24 hours of leeway for accepting submissions of student work. There are many issues outside of the students' control that may impact their ability to meet deadlines. Our flexibility and understanding is essential.
- Unless there are documented extenuating circumstances, work submitted after that 24 hours leeway period must receive feedback but teachers are not required to provide an assessment level.
- Before following the reporting procedure for academic integrity, teachers must reflect on how they have explicitly supported academic integrity for all students. Teachers need to explicitly teach age appropriate and scaffolded academic integrity skills in connection with each assessment.
- Please speak with the student(s) in question prior to reporting and agree on a plan for work re-submission, in accordance with the Academic Integrity Policy.
- If this is a repeat mistake and it becomes clear that the student had the skills and knowledge to have made the right choices regarding academic integrity, the teacher then follows the reporting process as outlined in the policy.