COSTEAS-GEITONAS SCHOOL (CGS)
MYP ACADEMIC HONESTY POLICY

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.

School Mission Statement

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between the classroom and real life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to make a contribution to the world they live in.

Philosophy

Academic honesty, integrity and responsibility are paramount in the learning process at CGS. All students are expected to be aware of and respect the rules of academic integrity and to adopt a mature attitude throughout the learning process.

As stated in the IB Learner Profile, we strive to be "principled", acting *"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."*

At CGS, we believe that academic performance, personality and character can be developed as a person's true potential is limitless. The School Mission Statement highlights this by stating that the aim of the school is *"to provide an academic setting where every student's skills and character can flourish … students work in an environment of … cooperation and mutual respect and acquire positive life attitudes…".*

At CGS we also acknowledge that academic honesty "is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills." *Middle Years Programme. MYP: From principles into practice. May 2014. P. 76.*

Therefore, the school is very sensitive to issues of academic honesty. In particular, the following aspects constitute our primary concern:

- **Plagiarism:** The International Baccalaureate Organization (IBO) defines plagiarism as "the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment." One's language, ideas or thoughts constitute their intellectual property and therefore, copying them constitutes plagiarism. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Students commit plagiarism if, for example, they:

- copy the work of another person and present it as their own. This includes (but is not limited to) copying work from an author, a website, or a classmate.
- use ideas from another person without referencing them. Even if they paraphrase the idea, they must still reference the source of the idea.

- **Collusion:** The IBO defines collusion as supporting academic misconduct by another student, "as in allowing your work to be copied or submitted for assessment by another [student]". There is a clear distinction between legitimate collaboration and unacceptable collusion.

  Students are colluding if, for example, they:

  - allow another student to copy their work assignments and hand them in as their own
  - write an assessment for another student

- **Cheating:** Cheating occurs when students take unauthorized materials into an examination, or when a student communicates or copies the work of another student during a test.

- **Duplication of work:** The presentation of the same paper in different assessment components (tasks of different disciplines).

- **Disclosing information:** This describes the act of giving or receiving information about the content of an examination paper during/prior to the examination.

STUDENTS

Students should realize that to be inspired by, to adapt ideas or use other people's work is acceptable and is still considered authentic work on condition that explicit credit is given to the original author.

Students should also realize that being academically honest allows them to develop their potential by giving teachers a clear picture of their understanding and skills so they can work with them to continuously improve.

CGS students should demonstrate their ability to be:

- caring learners by respecting their own work and that of others
- competent communicators by using their own "voice" when they produce work
- critical thinkers through evaluating the reliability of the sources they use
- principled researchers through referencing the work of others used in their own work
- knowledgeable writers through the use of proper referencing styles in their work
- reflective learners by building on and developing their skills and study practices

All students are expected to maintain high standards of academic honesty. As a result, all collaborative and individual schoolwork, with special emphasis being placed on the MYP Personal Project in MYP year 5, must be the product of their own labour.

With regard to collaborative work, all members of a group are required:

- to equally contribute to the concerted effort of the group
- to respect diversity
- to make effective use of notes, materials and resources whether their own or the group's
- to cooperate harmoniously with the supervising teacher as well as the other members of the group
- to support the learning of their classmates through discussion, but not by allowing work to be copied or by completing another student's work for them

Moreover, students are expected:

- to manage their time efficiently and adhere to designated schedules and deadlines. Lack of time or poor study practices can lead to academic misconduct.
- to respect the school premises used to facilitate the completion of their work (classrooms, library, computer labs, multimedia rooms)
- to comply with the School's Internet Use Rules and Regulations and Science Lab Safety Regulations when conducting research
- to process and complete their schoolwork, always acknowledging sources with accuracy and honesty.
- to summarize ideas in their own words and provide a reference for the source of information in their bibliography.
- to submit complete and full drafts for feedback for all work leading to summative assessment tasks
- to keep a thorough process journal when working on their MYP personal project in order to be able to demonstrate the development of one's own ideas and writing
- to keep all rough notes and drafts produced when preparing work for submission to teachers or supervisors in order to be able to defend themselves against charges of malpractice
- to consult their CGS Student Handbook or seek support from classroom teachers about referencing in subject-specific related research and writing tasks
- to consult with their MYP Personal Project Handbook or seek support from the MYP Personal Project supervisors, Personal Project Coordinator, MYP coordinator and the librarian about referencing their personal project.

Academic Misconduct

Students are made aware of the significance of demonstrating academic honesty during the orientation week, through workshops run by the librarian and as part of regular classroom practice.

In particular, students are not permitted:

- to submit work prepared by someone other than the student themselves
- to submit work that has been directly copied from published, printed or electronic sources without properly citing the researched information
- to submit work that has been translated from foreign sources without properly citing the researched information
- to knowingly copy words or ideas from someone else without giving credit
- to paraphrase a text from a published source without acknowledging or citing the source
- to submit a paper containing almost no original work but one which includes proper citation to sources
- to include citations to non-existent sources, or provide inaccurate information

Referencing requirements for MYP at CGS

At CGS we acknowledge that there are many different systems for referencing but we use the MLA Manual of Style (Please see Appendix).

Students are taught the principles and rules of citing and referencing and are given opportunities to practice their citing and referencing skills as of the first year of the MYP. Information literacy skills are explicitly taught in the first year of the programme (MYP year 2) through workshops facilitated by the librarian, which are repeated for all year levels, with greater emphasis on MYP year 5 students. MYP year 2 students are also provided weekly classes on Approaches to Learning (ATL) skills to support – among other skills – their self-management skills.

- In MYP2 students are expected to write full bibliographic references for all the print and Internet sources that they use.
- In MYP3 and MYP4 students are expected to write bibliographies containing a variety of different sources (internet, print, video, pictures etc.) and to use the MLA Manual of Style format for their bibliography.
- In MYP5 students are also taught how to reference quotations and paraphrase text with footnotes in addition to creating a full bibliographic reference.

MYP 5 students are also strongly encouraged to:

- Use Turnitin.com to check their work. While this method may detect matching text between the student's work and material on the internet, the writer is responsible for properly citing the work, words and ideas of others.
- Use Creative Commons to search for media with free access and avoid copyrighted materials.

FACULTY

The teaching staff of the school is required to adhere to all the rules of academic integrity, thus serving as role models for the student body. They are also expected to ensure that all students have fully comprehended what is acceptable practice and what is not, to guide and advise the students and to supervise whether they respect the academic honesty policy.

The role of the school librarian is also deemed essential in raising awareness and supporting students through explicitly teaching information literacy skills, research and referencing strategies.

The MYP Personal Project Coordinator, ATL coordinator and MYP Personal Project supervisors are also responsible for encouraging and monitoring good practices.

The Consequences of Academic Dishonesty

Instances of academic dishonesty are penalized. In the case of suspected infringement of the academic honesty policy, thorough investigation should be carried out, and sufficient evidence should be presented to confirm the malpractice. If a teacher, personal project supervisor or other member of staff, such as the school librarian, suspects that a student may have breached the school's standards of academic honesty, s/he will inform the IB MYP Coordinator. The latter will investigate the matter and in the case of inappropriate work having been submitted, s/he will determine whether or not the case is one of academic dishonesty, or of an academic infringement based on the student's intent. In serious, repeated or contested circumstances, the Middle School Principal or the High School Principal respectively will decide on the outcome of the case. In serious cases of malpractice, the Head of School will be called upon.

According to the Greek Ministry of Education, at every school of Secondary Education a Disciplinary Board is formed to discuss cases regarding serious offences. Depending on the severity of the infringement, the Disciplinary Board may consist of a Principal or an Assistant Principal as a designee, the student's tutor, the student's classroom teachers or the whole faculty, the president of the Central Students' Council and a President of the student's Class Council. Students referred to the Disciplinary Board are allowed to present the facts and express their arguments. Their parents or guardians are also informed and they may also have the right to express their views in front of the Disciplinary Board.

Academic responses

Pedagogical measures aim mainly at assisting students to understand their mistakes, analyze them and improve their behaviour.

Instances of academic dishonesty are to be treated according to the severity of the infringement. With regard to intent, the age, cognitive awareness and emotional/psychological state of the students will also be taken into consideration so that the appropriate academic responses will be developed. These include:

- In cases of minor infringements or no intent, individual conferencing with the student will be arranged so as to highlight the issue in question and raise better awareness.
- In the event of a student's work or exam paper being considered to be academically dishonest, it will not be credited. If there is time for a student to resubmit another piece of work in its place or take a make-up exam, s/he will be allowed to do so. If there is no time for the student to produce new work or retake the exam, s/he will not receive a grade for that piece of work or exam paper, which in turn, could potentially have a negative effect on the student's assessment in that particular subject.
- In accordance with the Greek Ministry of Education Rules and Regulations, in the event of a student's exam paper being considered to be academically dishonest, the teacher is obliged to terminate the student's examination. As a result, the student receives a failing grade and the incident is formally discussed and evaluated by the school faculty.
- A second incident will result in a meeting between the school, student and parents in order to build a personalized agreement to foster academic honesty.
- Repeated instances of academic dishonesty are to be treated by the school's authorities as willful disrespect for school rules, with attendant consequences. In cases of students who face proven psychological problems or serious health problems or serious family problems the School Board informs the relevant educational psychologist, who prepares a written report, which is submitted to the Teachers' Association before a decision is taken.

- Furthermore, according to the Greek Ministry of Education Rules and Regulations, student's conduct is not to be formally assessed. In cases of misconduct, the incident and the reasons for this may be noted in the minutes of the meeting of the Teachers' Association. Unless the Teachers' Association has grounds to believe that a change of environment is necessary, the student is eligible to continue to study at the school.
- Suspicions of malpractice in work submitted for final work submitted for moderation or other final MYP assessment, the High School Principal and MYP Coordinator will be informed. They will collect evidence and decide accordingly.
- If the final work is submitted on time with respect to the CGS published deadline and cannot be authenticated, the work cannot be submitted for assessment or moderation to the IBO. Final submissions cannot be edited.
- If an academic honesty issue is identified in a student's Personal Project or other work submitted for IB moderation after the submission deadline at CGS or after the student has signed the MYP Projects Academic Honesty Form or cover sheet of the final work, the IBO must be informed about this situation, according to the IBO. Consequences may include a student being excluded from an examination session or a subject grade.
- In any case, all students are expected to fully respect the general IB regulations regarding academic honesty, the Greek Ministry of Education Rules and Regulations and the CGS Code of Conduct.

Communication and Review process

The school community is made aware of the significance of demonstrating academic honesty through parents informational evenings, new teachers' induction days, faculty meetings, student orientation week, assemblies, workshops run by the librarian and regular classroom practice.

The head of school, MYP coordinator, Personal Project Coordinator, librarian, counseling department and secondary school leadership team are often involved in the discussions around developing, reviewing and implementing the academic honesty policy.

The draft academic policy under review is always discussed and analyzed in the academic departments during faculty meetings and the final document is edited and approved by a steering committee that is formed to this end.

Parents can also access the academic honesty policy of the school on the school website along with the other policies and can provide feedback either individually or through their representatives on the Board of the Parents Association.

This document was reviewed and updated in preparation for the upcoming MYP evaluation visit and was informed by relevant research in the field and all relevant publications issued by the IBO including:

- *MYP: From principles into practice* (2014)
- IB Programme standards and practices
- *Academic honesty in the IB educational context* (2014)
- *The conduct of IB Middle Years Programme on-screen examinations*
- *IB position paper: Academic honesty in the IB* (2012)
- *Effective citing and referencing*
- *General regulations: Middle Years Programme*

- Academic honesty in the MYP
- Handbook of procedures for the Middle Years Programme
- *The responsibilities of IB World Schools in ensuring the integrity of IB assessments (2017)*

The academic honesty policy is regularly reviewed as part of the IB curriculum review cycle and the whole-school improvement plan so as to reflect the students' and teachers' needs. It is also to be approved by the Bureaus of Elementary and Secondary Education, which operate under the auspices of the Greek Ministry of Education.

APPENDIX

Indicative Bibliography (MLA Style)*

Printed Sources

1. A **book** bibliographic entry should contain:

- The **author's full name**: the last name first, followed by a comma, and then the first name.
- The **full title** of the book including any subtitle. *Italicize[1] the title*, capitalize all important words, separate the main title and the subtitle with a colon (:).
- Number(s) of the **volume**(s) used followed by a period.
- The **city** of publication, followed by a colon.
- The **name of the publisher**, followed by a comma.
- The **date** of publication.
- The **medium** of publication (Print).

2. An **encyclopedia** article or a **dictionary** entry should contain:

- The **author's** full name (if the article is signed).
- The **title of the article** or **dictionary entry** (in quotation marks).
- **Title of the encyclopedia** or **dictionary** (italicized).
- The **edition** (if stated).
- The **year** of publication.
- The **medium** of publication (Print).

3. A **periodical article** should contain:

- The **author's** full name.
- The **title of the article** (in quotation marks).
- **Title of the periodical** (italicized).
- The **volume** number, **issue** number, and **year** of publication. Place a period between the volume and issue numbers.
- The inclusive **page numbers** (pagination) for the entire article (preceded by a colon).
- The **medium** of publication (Print).

If there is no volume or issue number, give the complete date.

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[1] When you handwrite the bibliography make sure to underline the parts that should be in italics.

Electronic Sources

Definitions [2]

- **Online Encyclopedia:** An electronic version of the printed source with links to additional information, including sounds, images, and related articles.
- **Web Page:** A single HTML document; a web "page" may be many screens long when viewed, or many pages long if actually printed out.
- **Website:** A collection of interlinked documents on a Web server.

1. An **Online Encyclopedia** bibliographic entry should contain:

- The **author's** full name (if there is one).
- The **title of the article** (in quotation marks).
- **Title of the encyclopedia** (italicized).
- The **publisher** of the online encyclopedia (followed by a comma)
- The **year** of publication.
- The **medium** of publication (Web).
- The **date of access** (day, month, and year)

2. A **Web page** bibliographic entry should contain:

- The **author's** full name (if there is one).
- The **title of the Web page** (in quotation marks).
- The **title of the overall Web site** (italicized).
- The **publisher**[3] of the site; if not available, use *N.p.* (No publisher).
- The **date of publication** or **posting** (day, month, and year, as available); if nothing is available, use *n.d.* (no date).
- The **medium** of publication (Web).
- The **date of access** (day, month, and year).
- The **URL** (Web address). Enclose the **URL** inside angled brackets, and conclude with a period.

3. A **periodical article** on the Web should contain:

- The **author's** full name.
- The **title of the article** (in quotation marks).
- **Title of the periodical** (italicized).
- The **volume** number, **issue** number, and **year** of publication.
- The **pagination** (page numbers); if pagination is not available, use *n. pag.*
- **Medium** of publication (Web).
- The **date of access** (day, month, and year).

4. A **periodical article in an Online Database** should contain:

- The **author's** full name.
- The **title of the article** (in quotation marks).
- **Title of the periodical** (italicized).

- The **volume** number, **issue** number, and **year** of publication.
- The **pagination**; if pagination is not available, use n. pag.
- **Title of the database** (italicized).
- **Medium** of publication (Web).
- The **date of access** (day, month, and year).

* A detailed MLA Manual of Style for Referencing is readily available on the students' Handbook and a very thorough MLA Manual of Style for Referencing is included in the students' MYP Personal Project Handbook