



LA SALLE GREEN HILLS IB Diploma Programme Academic Integrity Policy

I. IB 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

II. LSGH Vision and Mission

Vision:

LSGH 2025: The school of choice.
Building character, forming leaders.

Mission:

Inspired by the teachings of Jesus and the charism of St. John Baptist de La Salle, La Salle Green Hills, a Catholic school, promotes the values of Faith, Service, and Communion.

We bring out the best in our students by nurturing their gifts, passion, and full potential through: innovative and relevant educational programs; highly competent and committed educators; and 21st century learning environment.

Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.

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III. The IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Knowledgeable**
IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Balanced**
IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Caring**
IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others.
- **Reflective**
IB Learners thoughtfully consider the world and their own ideas and experiences. They work to understand their strengths and weaknesses in order to support their learning and personal development
- **Communicators**
IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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- **Principled**
IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded**
IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Risk-takers**
IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

IV. Philosophy

La Salle Green Hills upholds its vision to mold individuals into global leaders by developing their passion for learning, living a tradition of excellence, promoting a culture of helping, and emanating Christian values among the members of the community. To ensure the holistic development of our students, we support the mission of the International Baccalaureate in creating individuals who are thinkers, principled, and caring to others. As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities” (IBO, 2023).

V. Academic Integrity

LSGH promotes a culture of honesty and integrity among students in accomplishing scholarly works by producing authentic content, properly acknowledging sources with respect to intellectual property, and observing ethical behavior during internal and

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external assessments. As a school of choice, the school aims to develop individuals who are responsible and trustworthy.

VI. The Lasallian Code of Honor

Every student of La Salle Green Hills is expected to uphold this Lasallian Code of Honor:

As a Lasallian, I believe that honor is a way of life in La Salle Green Hills and that my words and deeds impact the lives of others.

I, therefore, pledge to hold myself to the highest standards of honesty and integrity in all that I say and do and will actively and consistently uphold the Honor Code and help others to do so.

I further affirm that I have not given nor received any unauthorized help on this assessment and that all work is my own."

VII. Academic Misconducts

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

The following are the common academic misconducts that LSGH and the IB Organization would implement sanctions:

Plagiarism: is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

In addition, twenty percent (20%) is the maximum acceptable similarity score in La Salle Green Hills. Anything beyond 20% is unacceptable and may indicate plagiarism.

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Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of Work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Misconduct during an IB examination includes bringing or taking unauthorized material into or out of an examination room, disruptive behavior, and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside the school community is also considered a breach of IB regulations.

School maladministration is defined as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during, or after the completion of an assessment component or completion of an examination.

VIII. Standard Protocols for Managing Academic Misconduct

The IB Diploma Programme implements standard protocols for managing academic misconduct in accordance with the disciplinary procedures of La Salle Green Hills as stipulated in the LSGH Student Handbook.

1. The Homeroom Adviser (HRA) or the teacher concerned fills out a Case Referral Form through a Google form.
2. The Case Referral Form is then forwarded to the Grade 11 Prefect of Students who conducts an initial assessment of the case and gathers pertinent pieces of evidence. The Prefect coordinates with the HRA or teacher concerned and the IB counselor for counseling and informs the Learning Community 6 Coordinator of the referred case.

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3. To ensure that there is due process in the inquiry into the alleged offense committed, the school shall provide a secure venue (wherein only authorized personnel have access) both for online and onsite inquiry through the following:
 - i. LMS chat message
 - ii. Narrative report
 - iii. Online Meeting
 - iv. Student-Teacher Consultation
 - v. Face-to-face dialogue/inquiry
4. The Prefect of Students invites the student/s to a face-to-face dialogue, discussion of the incident, and processing of the offense committed.
5. The Prefect of Students collates all gathered information and submits the Case Report with recommendations to the office of the IBDP Coordinator.
6. The Formation Board is a five-member team composed of the following:
 - a. Associate Principal for Academics or Learning Community Coordinator (LCC)
 - b. IBDP Coordinator (Chairperson)
 - c. Grade 11 Prefect of Students
 - d. Homeroom Adviser
 - e. Subject Teacher concerned

The Formation Board is joined by the Guidance Counselor to discuss the details of the Incident Report and other evidence submitted and decide on the appropriate intervention for the violation.
7. The LCC endorses the recommendation to the Principal.
8. The LCC informs the student/s involved and their parents/guardians of the resolution/decision via the IBDP office email. Any aggrieved party may appeal the Formation Board's decision to the Principal within five (5) school days from receipt of a copy of the decision. The decision of the Principal is final.
9. The implementation and reinforcement of the resolution are provided by the involved parties.

IX. Restorative Intervention Approach

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This approach in discipline aims to address misconduct by focusing on promoting accountability and facilitating meaningful communications between the parties involved.

The IB program will implement restorative interventions adopted from the LSGH Student Formation Handbook.

A. Offenses against the school policies

Type of Offense
<ol style="list-style-type: none"> 1. Behavioral Misconduct such as displaying disruptive behavior, communicating with other examinees, interrupting the assessment process, and taking any assessment material. 2. Intentional or unintentional plagiarism/copying another classmate/schoolmate's assignment/s or project/s or any form of dishonesty related to, but not limited to homework, activity sheets, and seatwork. 3. Unauthorized and unacceptable use of AI as stated in the LSGH <u>Policy on the Acceptable and Responsible Use of AI in the Classroom.</u> 4. Collusion 5. Duplication of Work 6. Misconduct 7. Other academic dishonesty such as: <ol style="list-style-type: none"> a) giving/showing/selling answers, notes, and cheat notes to another student; b) possession/use of cheat notes or any material relative to the assessment or examination whether the student uses them or not, (covers all online sources; websites, and social media) c) raising of test paper or answer sheet; d) glancing at another person's test paper; copying or allowing someone to copy from one's or someone's test material (real and virtual). In the latter case, both parties are liable; e) allowing another person to cheat;

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- f) changing of answer/s in the corrected test papers;
- g) unauthorized taking of pictures/ screen capture, distribution of testing materials by any means;
- h) submitting a photocopy or copied parts of other student's work;
- i) communicating with another student or with any other person in any form during an assessment/ examination/test without permission from the teacher, proctor, invigilator, prefect, or any person in authority officially tasked to administer the test; and
- j) having somebody take the assessment/examination/test for one's self or prepare a required report or any output. If both parties are students, both are liable.

Restorative Intervention

1st Offense: The student shall receive

- a score of zero in the particular assessment
- a Student Accountability Report [SAR] and MS in Homeroom Conduct

2nd Offense: The student shall receive

- a score of zero in the particular assessment
- a Student Accountability Report [SAR] and NI in Conduct Department Probation (DP) status

3rd Offense: The student shall receive

- a score of zero in the particular assessment
- a Student Accountability Report [SAR], NI in Conduct with Administrative Service and Department Probation (DP) status, Special Department Probation (SDP) status, Home-Based Intervention, and non-readmission the following school year.

Home-based intervention includes the following:

- a. Conference with students and parents
- b. One week suspension for personal reflections
- c. Submission of reflection essay discussing the student's views of his/her action and its implications

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Any reported incident of academic misconduct will be subject to a transparent and fair investigation and will adhere to the IB's standard practices and procedures.

La Salle Green Hills supports the IB's policies on penalties for student academic misconduct and the penalty matrices articulated in the [IB Guide for Academic Integrity Policy](#).

B. Offenses against the policies of the IB

The following contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB. This is applicable to all assessments and courseworks submitted to the IB.

b.1 . Written and oral coursework and examinations

Infringements	Level 1 penalty	Level 2 penalty	Level 3a penalty	Level 3b penalty
	Warning letter to the student	Zero marks for component	No grade for subject(s) concerned - see note 1	No grade for "parallel" subjects - see note 2
Plagiarism Copying from external sources or peers	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source — see note 3.	Not applicable
Facilitating plagiarism Student	Student took minimal steps that were clearly insufficient to	Student took no steps to prevent their work being copied and	Student permitted the copying of their work, or	Student actively tried to sell, or exchange, the work of third

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<p>facilitating the sharing or copying of their work, or the work of third parties, to peers and/ or forums /essay mills</p>	<p>prevent their work being copied.</p>	<p>shared it to a forum from where it was likely to be copied.</p>	<p>tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others.</p> <p>Note that "selling" does not need to involve monetary reward.</p>	<p>parties to be submitted by others.</p>
<p>Collusion</p> <p>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team.</p> <p>Collusion covers those cases where students have used a common write-up for a group rather than written their own</p>	<p>Work of students shows close similarity</p>	<p>Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.</p>	<p>More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source - see note 3.</p>	<p>Not applicable</p>
<p>Submitting</p>	<p>Not applicable</p>	<p>Student submits</p>	<p>Student submits</p>	<p>Applicable for a</p>

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work commissioned, edited by, or obtained from a third party — see note 4		work heavily edited by a third party to circumnavigate the rules on teacher support. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offense - see note 5	Moderate offense -see note 6	Major offense -see note 7	Major offense
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	Not applicable
Falsification of data	Methodology section misrepresents or overstates the	Data is selected or discarded to enhance the conclusions of	Data is fabricated or data gathered by other people is	Not applicable

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	rigour with which the data was gathered.	the work, creating a deliberately biased set of findings.	presented as gathered by the student.	
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b.2. Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) Concerned -see note 1	Level 3b penalty No grade for "parallel" subjects -see note 2
Possessing Unauthorized material in the examination room -see note 8	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.	In candidate's possession but no evidence of it being used during the examination.	In candidate's possession and evidence of it being used during the examination.	
Exhibiting misconduct or disruptive behaviour during an examination -see note 9	Not applicable	Non-compliance with the invigilator's instructions during one component.	Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations. Penalties could be applied to multiple subjects if incidents happen during	Not applicable

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			the completion of different subject papers.	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/ or examination content with others. Penalties will be applied to all candidates participating in the incident.	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as Examination papers, questions and answer booklets, from the examination room	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving the examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
Impersonating an IB candidate— Both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. If the impersonator is not an IB student, the IB will try to establish their identity and inform the

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				relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

b.3. Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) Concerned -see note 1	Level 3b penalty No grade for "parallel" subjects -see note 2
Gaining access to IB examination papers before the examination's scheduled time, be that via any form of communication platform	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a "mitigating circumstance". See note 11	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable

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-see note 10	"Mitigating circumstance".			
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination -see note 12	Not applicable	Not applicable	Candidate sharing partial or complete live examination content through any means—including but not limited to, email, text messages and the internet—even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

b.4. Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for "parallel" subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/ or refuses to submit a statement.	

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Providing misleading or demonstratively false information	Not applicable	Not applicable	
Attempting to influence witnesses	Not applicable	Not applicable	
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable	

b.5 .Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) Concerned -see note 1	Level 3b penalty No grade for "parallel" subjects -see note 2
Forgery or falsification of IB grades or certificates Attempt to fraudulently amend a result in a subject -electronic or hardcopy certificates and transcripts.	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

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Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks
 - file sharing sites.
5. Minor offenses may include but are not restricted to:
 - conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offenses may include but are not restricted to:
 - conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
 - conducting research or fieldwork that damages the environment

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- including offensive or obscene comments or graphic materials in any assessment component.

7. Major offenses may include but are not restricted to:

- producing any work that denigrates personal, political, and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

8. Unauthorized materials or items may include but are not restricted to:

- mobile phones
- notes
- study guides
- candidate's own rough or scratch paper
- non-permitted dictionaries
- other prohibited electronic devices such as smart-watches or smart-glasses.

9. Misconduct during examinations may include but is not restricted to:

- failing to abide by invigilator instructions
- disruptive behaviour
- attempting to remove examination materials from the examination room
- leaving the examination room without permission.

10. Social media or messaging/communication platforms and tools

11. Mitigating circumstance

- In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.

12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:

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- facilitating information to other candidates during the completion time of the examination
- distributing live examination content before, during, or after the scheduled time of that examination through any means.

IX. Responsibilities to Strengthen the Practice of Academic Integrity

A. School

- Establish an academic integrity policy in accordance with its core values.
- Embed the policy into the school structure by maintaining an ethical culture among the members of the community.
- Ensure that the administrators, teachers, staff, students, and other personnel understand the policy by providing timely and comprehensive guidelines for implementation to avoid maladministration.
- Communicate the principles of academic integrity to parents and legal guardians.
- Provide useful resources to effectively prevent academic misconduct among students.

B. Programme Coordinators

- Ensure that all school and IB policies are applied fairly and consistently.
- Comply with secure storage of confidential IB material policy and the conduct of IB examinations.
- Ensure that the teachers, students, parents, and legal guardians have a copy of, read, and understand the school's academic integrity policy and program-relevant IB regulations.
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

C. Teachers and Staff

- Acquire an extensive understanding of the requirements of the program through IB-designed professional development workshops.
- Ensure that the students have a full understanding of the expectations and guidelines of the subject.
- Keep a detailed knowledge of the regulations, and policies to offer adequate and fair support to students

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- Help the students develop a conscientious and responsible attitude to the learning process and understand the ethical implications of scholarly work.
- Develop the students' technical skills to produce genuine and authentic work and how to conduct research responsibly and ethically.
- Plan a manageable workload so students can allocate time effectively to produce work according to IB expectations.
- Give feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.
- Ensure that all student work is appropriately labeled and saved to avoid any errors when submitting assessments to the IB.
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment to prevent collusion.
- Keep electronic copies of students' past work for three years in case a plagiarism check is required.
- Respond to student academic misconduct and support the school's and IB's investigations.

D. Students

- Have a full understanding of the school's and the IB's policies.
- Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators.
- Complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities.
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- 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, file-sharing websites, or generative AI platforms.
- Abstain from giving undue assistance to peers in the completion of their work.
- Recognize that they are accountable for actions and behaviors online, and show responsible use of the internet and social media platforms, including but not limited to:
 - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
 - not using inappropriate language or sentiments that may be aired at a future job or university interview

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- not expressing views, behavior, or language that brings the IB and the school into disrepute.

E. Parents and Legal Guardians

- Understand IB policies, procedures, and subject guidelines in the completion of coursework or examination papers by their children.
- Support their children’s understanding of IB policies, procedures, and subject guidelines by discussing and being role models for academic integrity.
- Understand school internal policies and procedures that safeguard the authenticity of their children’s work.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes student academic misconduct and its potential long-term consequences in their education.
- Help their children understand the value of original thinking and the importance of properly citing others’ work as a supplement to their own ideas.
- Report any potential cases of student misconduct or school maladministration to the school’s directorate and/or the IB.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children’s work.

X. Process of Policy Review

This policy is reviewed and updated at the end of every academic year by the Academic Integrity Committee. The school leadership and pedagogical team are informed and are asked for comments or suggestions before the finalization of the updated policy.

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XI. References

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