

Academic Integrity Policy

International Baccalaureate (IB) Middle Years Programme (MYP)

I. Purpose

The objective of this Intellectual Integrity Policy is to promote a culture of integrity, responsibility, and ethical conduct among students, teachers, families, and staff at our bilingual International Baccalaureate (IB) school. Our goal is to ensure that all members of our learning community adhere to the highest standards of academic integrity and respect the work and ideas of others.

By implementing this Intellectual Integrity Policy, we aim to create an educational environment that upholds the principles of integrity, promotes a culture of respect for intellectual property, and prepares students to become ethical and responsible learners with the skills necessary for their future academic and professional pursuits.

This document is based on the Gymnasium's Internal Regulations, the policies and procedures of the International Baccalaureate (IB), and the IB General Regulations.

II. Culture

We promote a culture of integrity where honesty, reliability, and respect for intellectual property are valued. Students are encouraged to have pride in their work, take on challenges, and develop their own ideas while recognizing and respecting the contributions of others.

We foster an environment that encourages critical thinking and ethical decision-making. Students are guided to make responsible choices, prioritize integrity, and understand the consequences of intellectual dishonesty on their own learning and on the school's reputation.

In our expectations and practices, we are guided in particular by three of the attributes of the IB learner profile. They describe students as:

- Principled: They act with integrity and honesty, with a keen sense of fairness, justice, and respect for the dignity of individuals, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.
- Thinkers: They reflect on their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
- Reflective: They show initiative by applying their critical and creative thinking skills to recognize and address complex problems and make reasoned and ethical decisions.

Intellectual integrity is expected of all members of the school community: students, teachers, administrators, and parents.

III. Environment

A. Awareness and education

We provide ongoing education and guidance to students, teachers, and parents on academic honesty. Students are informed about the importance of intellectual integrity, plagiarism, citation practices, and the ethical use of information from various sources.

B. Clear Expectations

We clearly communicate our expectations regarding intellectual integrity to all members of the school community. This includes providing guidelines on how to cite, reference, and use sources appropriately. Teachers emphasize expectations for originality and the consequences of intellectual dishonesty.

C. Teacher role Model

Teachers serve as role models by demonstrating academic integrity in their teaching practices, assessment design, and research. They encourage open discussions about academic honesty, respond to questions and concerns, and provide constructive feedback to help students improve their academic skills.

D. Support and Intervention

We respond to cases of academic dishonesty and provide support to students who may be struggling with academic integrity. This includes providing additional guidance on research and citation, offering workshops on study skills, and facilitating discussions on the importance of academic integrity.

E. Consequences for Academic Misconduct

In cases of academic misconduct, we apply consistent and appropriate sanctions. These sanctions are designed to educate students about the importance of integrity, deter future violations, and provide opportunities for reflection and growth.

IV. Use of artificial intelligence

Unless otherwise specified, the use of artificial intelligence software (AIS) is permitted in the context of student work to search for specific information or translate a word. AIS should therefore be considered as search engines. However:

- Under no circumstances may students copy all or part of any work generated by AIS,
- When students find information using AI software, they must corroborate this information using a verifiable source. This source must be indicated in their work in accordance with IB criteria for bibliographies. Simply mentioning the AI software will not be accepted.

V. Roles and responsibilities

Teachers, students, and administrators are encouraged to reflect on the work they do, present, and evaluate. This self-reflective approach, combined with the school's ethic of valuing personal and intellectual integrity, should result in an environment where intellectual integrity monitoring is consistent, student-led, and non-invasive.

A. Student responsibilities

The student is ultimately responsible for the authenticity of all work submitted for assessment and for the full and correct acknowledgment of the work or ideas of others. The most common failure to cite other sources of information occurs when writing research papers. It is therefore extremely important that every student at the Gymnase be familiar with the accepted procedures for acknowledging the work of another author.

B. Teacher responsibilities

Teachers are responsible for both guiding students in the development of honest academic practices and checking the work they submit to ensure that it complies with IB rules. Teachers are expected to:

- Support and act in accordance with the school's policy on good academic practice and provide students with guidance whenever necessary;
- Provide instruction and support in research and study skills;
- Provide specific requirements and written examples of correct citation of a variety of sources in their subject area(s);
- Structure assignments to encourage the development of students' ideas through problem solving, comparison, formulation of specific hypotheses, analysis, etc.;
- Provide a formative assessment structure for investigative reports that includes planning and evaluating sources, and that reflects the need for students' work to be authentic;
- Grade regular class and homework assignments that are not submitted to the IB for assessment, taking into account each student's use and citation of sources;
- Follow the same procedures as students and actively use the MLA bibliographic convention (or any other style appropriate to the discipline) when providing references to students. All teachers must embody good academic practices and act as role models for students;

C. Responsibilities of the IB coordinator and/or school management

The school leadership is responsible for establishing processes, procedures, and a school culture that actively promote academic integrity. The IB coordinator and school administrators are expected to:

- Inform staff and students about what constitutes misconduct and how to prevent it;
- Fully support the IBO in the prevention, detection, and investigation of misconduct;
- Assume any additional responsibility required by the IBO if a student or staff member is under investigation for misconduct.

D. Responsibilities of school parents

Parents of students and anyone else who may assist a student when he or she is working outside the school are expected to comply with this Intellectual Integrity Policy.

In particular, it is strictly forbidden to have a third party produce all or part of a piece of work that the student must submit for assessment. Although we actively encourage students to seek help when they need it, the final version of an assignment must be produced entirely by the student. Otherwise, the student will be deprived of a fair and relevant assessment of their skills and the feedback necessary for their progress and, more generally, their development.

VI. Penalties

In order to help students and teachers understand the importance of developing an honest academic approach in all aspects of the PEI, school sanctions are in place to respond consistently to issues related to intellectual dishonesty.

These sanctions may be imposed by the school in cases of academic misconduct related to homework, classwork, and internal exams. These sanctions differ depending on the student's grade. **They are counted over the entire duration of the student's participation in the MYP program at the Gymnase, not over a single school year.** Therefore, if a student commits an infraction in MYP1 and another in MYP4, the latter will be counted directly as a second infraction.

i. MYP1 and MYP2 (6^{ème} and 5^{ème})

- **First infraction:** note in the student's communication book. Discussion with the student and their parents. Requirement to redo the work;
- **Second infraction:** failing grade on the assessment. Discussion with the student and their parents;
- **Third infraction:** failing grade for the semester.

ii. MYP3 and MYP4 (4^{ème} and 3^{ème})

- **First infraction:** failing grade on the assessment. Discussion with the student and their parents. Requirement to redo the work;
- **Second infraction:** failing grade for the semester and disciplinary letter;
- **Third infraction:** recommended expulsion from school.

The practical measures taken in each case of misconduct are as follows:

- Investigation of the misconduct;
- Conference between the student and the teacher regarding the incident;
- Referral of the offense to the Principal;
- Contacting the parent(s) by the teacher and/or the Principal;
- Conference with the student, parents, teacher, and Principal;
- Incident documented and included in the student's file;
- Continuation of teaching.

VII. Revision of the Gymnase IB Middle Year Program Academic Integrity Policy

The Intellectual Integrity Policy is reviewed annually during working sessions with the educational community and submitted to the school leadership for approval before implementation. This involves gathering feedback from students, teachers, and parents, monitoring cases of academic dishonesty, and making necessary adjustments to improve awareness, prevention, and intervention strategies.

Date of revision: August 28, 2025

Intellectual Integrity Commitment regarding course content and exams

I, the undersigned, _____, a student in the PEI program at the Gymnasium, declare that I have read and understood the Intellectual Integrity Policy and accept it in its entirety. In particular, I undertake never to disclose to anyone the various assignments, lessons, and tests completed during my years in the PEI program, nor to post them online or distribute them in any way, without limitation as to duration.

Done at Strasbourg, on _____.

Student's signature

Legal guardian's signature