



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.



III. The IB Learner Profile

The aim of all IB programmes 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
- **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.

- **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 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.

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 taking unauthorized material into 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 their 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 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 Prefect of Student 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.
3. In order 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 Informed Consent Form (ICF) will then be forwarded to parents / authorized guardians to secure their consent and allow their child to be interviewed by the Prefect on the discipline case he/ she is involved in. The ICF shall be emailed to the parents/guardians upon receiving the anecdotal report submitted by the teacher involved.
5. Once the Informed Consent Form (ICF) approval is given by the parents/authorized guardians, the Prefect of Students informs the parents that their child will be called on for a formal inquiry regarding an offense committed through the Office of the IBDP.



6. The Prefect of Students invites the student/s to a face-to-face dialogue, discussion of the incident, and processing of the offense committed.
7. The Prefect of Students collates all gathered information and submits the Case Report with recommendations to the office of the IBDP Coordinator.
8. The Formation Board composed of the Learning Community 6 Coordinator, IBDP Coordinator, Prefect of the level, HR Adviser, and teacher/s concerned accompanied by the Guidance Counselor discusses the details of the Incident Report and other evidence submitted and decides on the appropriate intervention for the violation.
9. The IBDP Coordinator endorses the recommendation to the Principal.
10. The IBDP Coordinator 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.
11. The implementation and reinforcement of the resolution are provided by the involved parties.

IX. Restorative Intervention Approach

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.



Type of Offense	Restorative Intervention
<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 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>. 	<p>1st Offense: The student shall receive</p> <ul style="list-style-type: none"> ● A score of zero in a particular summative assessment ● a Student Accountability Report [SAR] and MS in Homeroom Conduct <p>2nd Offense: The student shall receive</p> <ul style="list-style-type: none"> ● a score of zero in the particular summative assessment. ● a Student Accountability Report [SAR], NI in Conduct and Department Probation (DP) status <p>3rd Offense: The student shall receive</p> <ul style="list-style-type: none"> ● a score of zero in the particular summative assessment ● a Student Accountability Report [SAR], NI in Conduct with Administrative Service and Special Department Probation(SDP) status ● Home-Based Intervention and non-readmission the following school year.
Type of Offense	Restorative Intervention
<ol style="list-style-type: none"> 1. Collusion 2. Duplication of Work 3. Other academic dishonesty such as: <ol style="list-style-type: none"> a) giving/showing/selling answers, notes, and cheat notes to another student; 	<p>1st Offense: The student shall receive</p> <ul style="list-style-type: none"> ● a score of zero in the particular assessment ● a Student Accountability Report [SAR] and MS in Homeroom Conduct



<p>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)</p> <p>c) raising of test paper or answer sheet;</p> <p>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;</p> <p>e) allowing another person to cheat;</p> <p>f) changing of answer/s in the corrected test papers;</p> <p>g) unauthorized taking of pictures/ screen capture, distribution of testing materials by any means;</p> <p>h) submitting a photocopy or copied parts of other student's work;</p> <p>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</p> <p>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.</p>	<p>2nd Offense: The student shall receive</p> <ul style="list-style-type: none">• a score of zero in the particular assessment• a Student Accountability Report [SAR] and NI in Conduct Department Probation (DP) status <p>3rd Offense: The student shall receive</p> <ul style="list-style-type: none">• 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.
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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](#).

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.
- Provides 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 programme-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
- 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, or file-sharing websites.
- 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
 - 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.

XI. References

La Salle Green Hills Student Handbook 2023-2025. *Policies and Rules on Discipline pp-57-64.*

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