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RĪGAS VALSTS 3. ĢIMNĀZIJA

International Baccalaureate Authorized School for
Middle Years Programme and Diploma Programme

Riga

Nr. SB2

Academic Integrity Policy

The school's philosophy

According to our mission and vision, Riga State Gymnasium Nr. 3 thrives to provide a challenging and safe multicultural learning environment in which the students become inquiring, knowledgeable, reflective life-long learners who care about their community, the country and the world:

- students are provided with a challenging learner centred, inquiry based education,
- students study in a multicultural environment, working within global contexts and exploring significant content,
- students are provided with effective approaches to teaching and learning,
- students are encouraged to become learners who understand people of other cultures, beliefs, languages, religions.

Riga State gymnasium Nr. 3 will ensure that all IB students of Middle Years Programme and Diploma Programme are aware of the IB Programme requirements of Academic integrity principles seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Thus, academic honesty will be the heart of the student's own achievement and performance will be authentic. They will understand the rules of conducting examinations, what consequences academic misconduct might cause, what the difference between collaboration and collusion is, to avoid malpractice how to acknowledge the work of other people, using citing and referencing, what penalties they might face in case of academic misconduct.

As described in Diploma Programme: From Principles into Practice, —All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged.‖

The MYP students will focus on development of Approaches to learning skills, IB Learner profile attributes, and learn understanding of academic integrity.

The DP students will be more independent, being equipped with ATL skills, IB LP attributes, they will develop further research skills and demonstrate academic honesty principles preparing for the IB Internal and External Assessments and entry into universities. They will demonstrate behaviour that involves values and skills that contribute to the objectivity, personal responsibility, mutual respect and trust, good learning and high assessment performances.

Academic Integrity Policy will aim:

- **To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.
- **To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.
- **To develop respect for others.** Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged

(Academic integrity policy, p.5)

What is academic integrity?

The guiding principle of academic integrity will be seen as built up from a number of simpler concepts in education, that will develop during the Middle Years Programme (MYP) and cement later through the Diploma Programme (DP).

MYP and DP students will learn to understand:

- their responsibility for producing authentic and genuine individual and group work,
- how to correctly attribute sources, acknowledging the work and ideas of others,
- the responsible use of information technology and social media,
- how to observe and adhere to ethical and honest practice during examinations,
- ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (Academic integrity policy, p. 3).

In line with the IB expectations, the policy will be a school-wide endeavour, offering a commitment to maintain an ethical culture; not just a list of rules and penalties. The school community will embed academic integrity at the heart of its strategy and appreciate the value it will bring to students for their learning and future endeavours (Academic integrity policy, p. 7).

Academic integrity will be an essential aspect of teaching and learning in the MYP and DP programmes where action is based on inquiry and reflection. All the teachers and students will aim to achieve and develop the IB learner profile attributes. One of the most important attributes regarding academic integrity will be "principled" (IB Learner Profile 2008).

As stated in the IB learner profile, we act 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. ||

We are fully aware that “ it is easier to explain to candidates what constitutes *academic dishonesty, with direct reference to plagiarism, collusion, and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and respect for integrity of all forms of assessment...* ”

Academic integrity is defined as a set of intrinsic values and skills that promote the learner profile trait of principled. It also entails integrity in teaching, learning, and assessment:

Intellectual property	Ideas or work of another person, including professionals and students.
Citation and formatting	Riga State Gymnasium Nr.3 will use the MLA citation format in all MYP classes and subject groups. Listed below are examples and website to assist with MLA's citation and formatting: All students have access to the school library during school hours and prior to school beginning at 8.00.
Authentic Authorship	Authentic authorship is defined as a student's work based on his/her —individual and original ideas with the ideas and work of others fully acknowledged. Students are allowed to use resources that support their ideas, but they must also correctly cite the source using MLA format.
Paraphrasing	Paraphrasing is defined as using different words to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. Since, paraphrasing uses the ideas of another person, the source must be properly acknowledged through citations using MLA format.
Malpractice	Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, collusion, and duplication.

Guidance on the distinction between legitimate collaboration and unacceptable collusion

Students learn to collaborate ethically on projects

- Students must understand the difference **between honest and dishonest collaboration.**
- **Honest collaboration is defined as a team work with other students on varies tasks.**
- Each group member has a specific role and has individual responsibilities to create interdependence and group accountability.

- Students are expected to follow the guidelines of specific collaborative group assignments in order to accurately reflect the contributions of all members of the group to the assignment.
- *The assessment task-specific clarifications can assist in identifying the elements that are expected to be a collaborative group effort and those, if any, that are to be individual input.*
- Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration.
- Any collaboration that falls under the definition of cheating will be reported and addressed according to the terms of this policy.
- If a student is believed to have allowed other students to perform most/all of the required tasks, this will be considered a form of collusion.

Unacceptable collusion

- ***When more than one student contributes to complete the assignment that is submitted as the work done by an individual student.***
- *When a student knowingly gives his/her assignment or a research to another student who copies it for assessment. Both students have committed academic misconduct.*
- *If you provide work for another classmate as part of his/her own assessment.*
- *If you use the work of another students as your own for assessment.*
- *If you co-write the information you are going to use in your individual assessment.*
- If you paraphrasing someone's assignment and submit it as your own.
- If you have allowed other student to use most or part of your work.
- It is O.K. If you are instructed by the teacher to work collaboratively with other students and receive a group assessment.
- More examples and how to avoid collusion see in the table below.

IB defines academic misconduct as “behavior that results in, or may result in, the student or any other 1 student gaining an unfair advantage in one or more assessment component.” To avoid plagiarism, using someone else's words and claiming them as the student's own is illegal and pointless. Every quotation and all borrowed materials, even if paraphrased, must be documented.

The IB specifies academic dishonesty as dishonest action that leads students to gain an unfair advantage in assessment or affects the results of other students.

Examples:

Violation	Definition	Examples	Examples of conventions for citing and acknowledging original authorship
Plagiarism	Passing off the work, words or ideas of another person as your own. This could be in the form of graphics, music, writing	- Copying a piece from a source without citing the source. - Taking someone's ideas and presenting as your own. - Taking pieces from	- If you ever use someone else's words and/or ideas give them a credit. - There are particular rules or conventions about how to cite your sources. These
	or images. Plagiarised work is work	different sources, putting them together, and claiming them as your own.	systems are called "style guides, such as MLA, APA,

	which fails to acknowledge the sources it uses or upon which it is based	- Copying the text, changing some phrases or words and claiming that as your own. - Paraphrasing from different sources without citing the sources. - Buying the work and turning it in as your own. - Copying an article from the Internet resources and not giving the credit. - Plagiarism can be intentional and unintentional but both are considered as academic dishonesty.	Chicago, etc.. They explain how to cite your sources in that particular system. At Riga State Gymnasium Nr.3, MLA style is recommended for the MYP and Diploma students by the teachers. - Plan your time properly for research and writing your assignment. - Learn to take good notes to keep track of the source the information is from, differ direct quotes and paraphrases. - Organize your sources in a folder on your computer or print them out. - Consult your teacher or ask the school's librarian for help to avoid plagiarism.
Collusion	Supporting academic misconduct by another student, as in allowing one's the work to be copied or submitted for assessment by another.	-You are given an individual assignment and you complete the work together with one or more other students, handing almost identical assignments. you lend your assignment to another student(s). -You let another student copy your homework. - During the test or exam you share your answers with peers.	- Make a semester or study plan in advance. - Avoid becoming dependent on your classmates and putting others at risk during the test or exam. - Work individually when the teacher gives assignment to do it independently.
Duplication	Submitting work that is substantially the same for assessment in different subjects without the consent of all teachers involved;	-Submitting the same work to satisfy different IB programme requirements. -As part of an interdisciplinary unit, students may occasionally submit the same assignment to more than one teacher to satisfy varying requirements	-Avoid copying parts or the whole work from earlier done assignment. -Ask your teacher if you can use the ideas from your previous work.

		in different subjects. - If this is the case, it should be stated explicitly in the task-specific clarifications provided to students.	
Falsifying data	Creating or altering data which has not been collected in an appropriate	-Presenting false resources in bibliography of your report. - Submitting work which is not your own. - Lying about health problems in order to extend deadlines.	- Avoid lying and falsifying data. - Learn and practice what academic integrity is.
Cheating	<i>Involves unauthorized use of information, materials, devices, sources or practices in completing academic activities. For example, copying during an exam that should be completed individually is an unauthorized practice, and, therefore, is considered cheating.</i>	- Swapping papers/ answers with peers. -Bringing cribnotes. using unauthorized equipment at the exam. -Looking at another student's test. -Letting someone else look at their own test. -Obtaining a copy of the test prior to taking it in class. -Leaving the room during examination/test and using restricted materials before returning.	-When taking test.exam leave your electronic devices on the locker. -Avoid looking at your classmates desk during test/examination. - Observe academic integrity and be principled.

Sources: Easy Bib <http://www.easybib.com>

Purdue English <https://owl.english.purdue.edu/owl>

General rules how to avoid plagiarism and acknowledge original authorship:

- Give credit to other person and acknowledge his/her ideas, To demonstrate your reader that you have completed a proper research, using different sources you have listed,
- Demonstrate your reader that you have carried out a proper research, using different sources one can find on your bibliography list,
- Avoid plagiarism by quoting words or ideas created by another person,
- Allow the reader to find the sources you have used in your research following in your paper the cites, footnotes, endnotes or bibliography,
- Students must cite- books, book chapters, web pages, articles, another persons exact words, images (electronic or print), drawings, paintings, e-mails, sounds, or any other creative expression,
- You do not have to cite common knowledge, your own words, ideas, observations that are known by many people,
- Use quotation marks around the phrase you are quoting,
- Paraphrase information-put it in your own words,

- Never copy anything from a book, a magazine, or another source, including another student's work.

Riga State Gymnasium Nr.3 expects that students respect others' intellectual property, and submit work that they have completed by themselves. When the students use the ideas of other authors in their own work, they are expected to cite them appropriately, using the style approved by their teacher. It is advisable for the students to consult a style manual for full instructions, e.g. Chicago Manual of Style (1993) that lists numerous accepted writing styles and gives a comprehensive breakdown of the elements each work must contain.

About Chicago-Style Citation

Chicago-style source citations come in two varieties: (1) notes and bibliography and (2) author-date. If you already know which system to use, follow one of the links above to see sample citations for a variety of common sources. If you are unsure about which system to use, or how the two systems are related, read on.

In the **notes and bibliography** system, sources are cited in numbered footnotes or endnotes. Each note corresponds to a raised (superscript) number in the text. Sources are also usually listed in a separate bibliography. The notes and bibliography system, Chicago's oldest and most flexible, can accommodate a wide variety of sources, including unusual ones that don't fit neatly into the author-date system. For this reason, it is preferred by many working in the humanities, including literature, history, and the arts.

In the **author-date** system, sources are briefly cited in the text, usually in parentheses, by author's last name and year of publication. Each in-text citation matches up with an entry in a reference list, where full bibliographic information is provided. Because it credits researchers by name directly in the text while at the same time emphasizing the date of each source, the author-date system is preferred by many in the sciences and social sciences.

Aside from the use of numbered notes versus parenthetical references in the text, the two systems share the same style for authors' names, titles of works, and other cited components. Follow the links at the top of this page to see examples of some of the more common source types cited in both systems.

Most authors choose the system used by others in their field or required by their publisher. Students should check with their instructor before deciding which system to use.

For a more comprehensive overview of Chicago's two systems of source citation, see **chapter 13** of *The Chicago Manual of Style*. For many more examples organized by type of source, consult **chapter 14**.

The students' expectations and responsibilities

As stated in Academic Integrity Policy, IBO, p. 15, —all students participating in IB programmes are expected to act honestly, responsibly and ethically. When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort.

Responsibilities of students to take into account:

- You are responsible for ensuring that all work submitted for assessment is authentically yours
- You are responsible for fully and correctly acknowledging the work and ideas of others
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship
- You must 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

(Academic integrity policy, p. 8)

Using AI

The IB's policy on AI bases on three key aspects : **Authenticity, Transparency, and Integrity.**

1. **Authenticity:** The work you submit must be yours. Your ideas, your analysis, your voice. AI can be a research assistant or a sparring partner, but it cannot be the author.
2. **Transparency:** You must always be honest about how you've used AI. Hiding its use is considered academic misconduct. This means citing it properly, just like you would a book or a website.
3. **Integrity:** Using AI to cheat, plagiarise, or fake understanding goes against everything the IB stands for. The goal is to develop your mind, not to find clever shortcuts to avoid thinking.

Breaking the rules is considered serious academic misconduct by the IB:

- **Submitting AI-Written Essays:** This is plagiarism, full stop. Copying and pasting an AI-generated essay, or even a few paragraphs, and passing it off as your own is the fastest way to fail your diploma.
- **Generating Entire Sections:** Don't ask AI to write your IA introduction, your EE conclusion, or your TOK reflection. These core components must reflect your own thinking and learning journey.
- **Faking Analysis or Engagement:** The IB wants to see *your* critical thinking. Using AI to generate analysis of a novel, a scientific experiment, or a historical source is faking the most important part of the assessment.
- **Fabricating Data or References:** Never use AI to create data for a science IA or to list sources you haven't actually read. AI is known to "hallucinate" and invent fake references.

Remember!

If you use AI in your work, you have to cite it. It's non-negotiable. There are two main ways how to do it:

1. When Quoting or Paraphrasing AI Directly

If you take a specific sentence, idea, or piece of data from an AI tool, you must include an in-text citation and a full reference in your bibliography.

- **In-Text Citation Example:**
When prompted to explain what is "special relativity", OpenAI's chatbot suggested that "special relativity explains how the laws of physics apply to all non-accelerating (inertial) observers and establishes a connection between space, time, mass, and energy. " (OpenAI, 2024).
- **Bibliography Entry Example:**
OpenAI. (2026, January 29). *ChatGPT* [Large language model]. Response to prompt "Explain cognitive dissonance." <https://chat.openai.com>

2. When Using AI for General Support

If you used AI for brainstorming, outlining, or grammar checks, but didn't directly quote it, a specific citation isn't needed. Instead, you should add a short statement at the end of your work acknowledging its role.

- **Statement of Use Example:**
"I used ChatGPT on January 29, 2026, to brainstorm initial ideas for my research question and to help structure the outline of this essay."
- **Check Your School's Policy!** While this is the IB's official guidance, your school might have its own specific rules or formatting requirements. Always check with your teachers or IB coordinator

The teachers' expectations and responsibilities

- All teachers will have the same level of understanding of academic integrity.
- Differences in understanding could lead to inconsistencies in the teaching strategies and unwanted repercussions for the students.

- New teachers will receive a sufficient training opportunities.
- Previous resolved cases of academic misconduct, if available, will be communicated and used as examples when developing teacher training.
- Teachers will be given guidance and support on when to take the necessary actions if confronted by a case of academic misconduct.
- To eliminate inconsistencies, classroom activities will be developed according to a well-defined strategy to ensure a clear message for students. (Academic integrity policy, p. 8)

The teachers will understand what kind of action is consistent with academic integrity principles and will be able to distinguish dishonest action, will explain the nature of academic honesty in their subjects to ensure adequate work performance, accurate data acquisition, referencing and students' understanding of dishonest actions, will use turnitin tools to verify the authenticity of works.

They will give clear requirements and guidelines in every task and test:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects,
- ensuring that students understand what constitutes academic misconduct and its possible consequences,
- planning a manageable workload so students can allocate time effectively to produce work according,
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides,
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB,
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion,
- keeping electronic copies of students' past work for three years in case a plagiarism check is required,
- responding to student academic misconduct and supporting the school's and IB's investigations,
- responding to school maladministration and supporting the school's and IB's investigations. (Academic integrity policy, p.13).

Principles of academic integrity for parents and legal guardians

The school administration will provide timely information about:

- what constitutes good academic practice and ethical behaviour,
 - resources the school has available to support students' learning and understanding in this area,
 - definitions of different types of student academic misconduct and school maladministration,
 - the investigation protocols that the school and/or the IB will observe when an incident of student academic misconduct or school maladministration will be identified,
- the sanctions or actions that the school and/or the IB will apply if it is confirmed that an infringement to the regulations occurred or the expectations of the school or the IB will not met,
- support their children in planning a manageable workload so they can allocate time effectively, understand what constitutes student academic misconduct and its consequences,
 - understand what constitutes school maladministration and its consequences,
 - 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.
- (Academic integrity policy, p. 16 -17)

The responsibilities of the MYP and DP programme coordinators

MYP and DP coordinators will maintain an overall supervision of all activities related to the teaching and learning process at school, will maintain an excellent communication with the MYP and DP teachers, students and their parents or legal guardians, will manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IB and that the other resources required for teaching, for example library, laboratories and computer equipment, receive sufficient budget, will ensure that all regulations, policies and subject guides are easily located both in printed format in the library and electronic in the school's web site, will manage academic integrity incidents, will support all the tasks listed in —Responsibilities in the "The school leadership team" section and will be responsible for:

- ensuring that all school and IB policies are applied fairly and consistently,
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations,
- ensuring that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme-relevant IB regulations,
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB,
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy. (Academic integrity policy, p.10 – 11).

Investigation of academic malpractice

The school will follow the IB DP general Regulations requirements: —

- An IB diploma or certificate candidate that is suspected of malpractice on an IB assessment will be invited, through the IB Coordinator, to present a written explanation.
- Cases of suspected malpractice will be presented to the final award committee.
- After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigation to be made.
- If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned.
- No IB diploma will be awarded to the candidate, but a certificate will be awarded for subject(s) in which no malpractice has occurred.
- If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
- An IB diploma or certificate may be withdrawn from a candidate at any time if malpractice is subsequently established.

In case of infringements in written and oral coursework and examinations the school will follow the —penalty matrices taken from the IBO Academic integrity policy, providing detailed descriptions of infringements and sanctions.

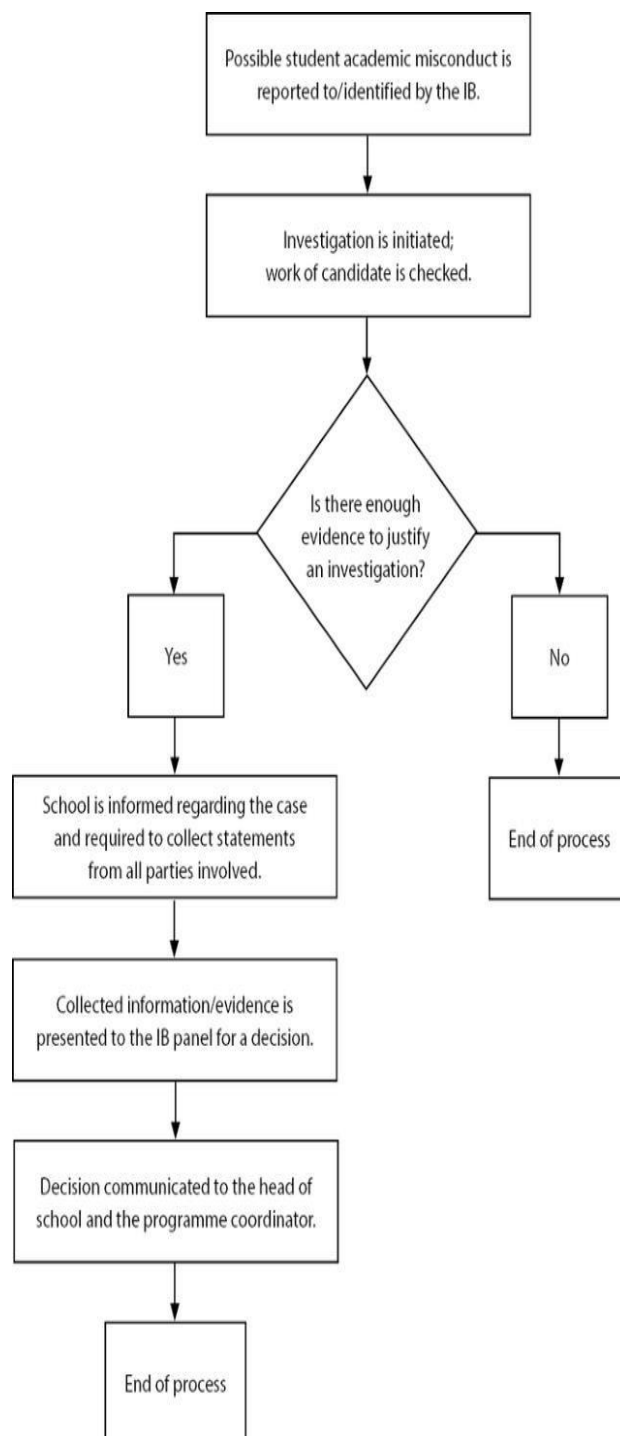
See the table below:

Infringements	Level 1 penalty deals with the sub-ject teacher. Warning letter to the student. Par-ents are noted.	Level 2 penalty deals with the sub-ject teacher, IB co-ordinator. Zero marks for Component. Parents are noted.	Level 3a penalty deals with the subject teacher, IB co-ordinator, Headmaster. If applicable reported to IB. No grade for subject(s) concerned	Level 3b penalty deals with the subject teacher, IB coordinator, Headmaster. If applicable re-ported to IB. No grade for “parallel” sub-jects
Plagiarism <i>Copying from external sources or peer</i>	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 verba-tim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	Not applicable
Facilitating plagiarism <i>Student facilitat-ing the sharing or copying of their work, or the work of third parties, to peers and/or fo-rums/essa y mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permit-ted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that —selling does not need to involve monetary re-ward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive cop-ied words (exact or substituted) without full in-text citation of the source.	Not applicable

guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own				
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Student submits 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.	Student submits 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.	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence	Moderate offence.	Major offence.	Major offence
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 rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

(Adapted after —Penalty matrices’ from Academic integrity policy, pp.31- 32. For more details consult the original document)

Investigation flow chart will be used for solving academic malpractice case:



(IBO, Academic integrity policy, p.30).

All documents related to the incident will be kept in the School's Academic Integrity Policy Binder. The MYP and DP teachers will follow the steps, in case of malpractice:

First offense. The student will receive a detention for misconduct. The students will be allowed to re-take a subject specific assignment for a grade. Parents will be informed about malpractice.

Second Offense. The student will receive a second detention. In addition, the student will receive a —zerol for any assignment that has been completed through academic misconduct. Parents will be informed about malpractice.

Third Offense. The student will serve an out of school suspension (1-5 days), depending on the level/degree of misconduct. Meeting with IB coordinator, subject teacher and Headmaster will be held and decision made to prevent further misconduct.

Links with other Riga State Gymnasium Nr. 3 policies

Assessment policy. Academic integrity policy is closely linked with Assessment policy the goal of which is to help students achieve learning progress and receive reliable and fair learning outcomes for their performances. Academic integrity is vital for IB Internal and External assessments.

Admissions policy. The prospective IB students sign Academic integrity policy applying for the place in the MYP programme in the 7th grade and 11th grade entering Diploma programme. The students and their parents are required to submit valid and trustworthy information.

Language policy. Ensures that in school are practices in place to provide inclusion and equity of access to the MYP and DP for all learners, including those who are learning in a language other than their home language.

Inclusion policy. The school has a team of social pedagogues who are responsible for inclusion. Individual assessment plans are created for these students in close collaboration with subject teachers and parents.

Conclusion

Academic integrity policy was developed in collaboration with the leadership team, including the MYP & DP coordinator, MYP and DP teachers, Headmaster, Librarian, Social pedagogue, and representatives of parents. This policy was written in line with the International Baccalaureate documents (see Bibliography). Academic integrity policy will be revised throughout the implementation, revised annually in August, and developed further in accordance with the current IB requirements.

The school's policies will be published on the school's website.

The MYP and DP students and their parents will be informed about Academic integrity policy during informational meetings. The subject teachers will practice academic integrity components in the classrooms.

A copy of the policy will be given to the newly admitted students with the study agreement and the attachment;

The policy will be explained at the beginning of the school year in the first class teacher's lesson. The subject teachers will practice academic integrity components in the classrooms.

The signed paper copy will be kept by the MYP and DP Coordinator.

Pledge of Academic Honesty for MYP and DP students

I hereby declare that I have read the Academic Honesty Policy and Procedures established for **the Riga State Gymnasium Nr. 3**. Fully aware of the consequences following from the failure to comply with the regulations, I solemnly pledge that I will always uphold the principles of academic honesty, and maintain the highest standards of ethical conduct.

Name: _____

Date: _____

Signature: _____

We acknowledge that all the information is obtained from the following resources and cited, and adapted to be used in Riga State Gymnasium Nr. 3:

MYP and DP resources:

- *Academic honesty in the IB educational context* (2014)
- *Academic integrity policy* (2019, Updated March 2023)
- *MYP: From principles into practice* (2014)
- *Diploma Programme: From principles into practice* (2015)
- *RSG3 Academic honesty in the MYP*
- *The conduct of IB Middle Years Programme on-screen examinations*
- *The conduct of IB Diploma Programme examinations*
- *Effective citing and referencing*
- *General regulations: Middle Years Programme*
- *General regulations Diploma Programme*
- *Diploma Programme Assessment procedures 2023*
- *RSG3 Assessment policy, Language policy, Admissions policy, Inclusion policy*
- *Easy Bib* <http://www.easybib.com>
- *Purdue English* <https://owl.english.purdue.edu/owl>
- *Materials created and shared during IB online Workshop “Leading the learning Cat.1 before August 2022.*

For Notes:
