

ACADEMIC INTEGRITY POLICY

Gymnázium FOSTRA International

The IB Diploma Programme

Effective: September 2025

Next Review: August 2026

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Fostra Mission Statement

Fostra's mission is to cultivate students' personal growth, equip them with 21st-century competencies, and instil a sense of social responsibility, thereby preparing them for a fulfilling and successful future.

IB Learner Profile

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. IB learners strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - 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.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1. Academic integrity

"Academic integrity is a principle in education and a choice to act in a responsible way so others can trust us. It means conducting all aspects of your academic life in a responsible and ethical manner. The IB expects students to produce genuine and authentic pieces of work that represent their own abilities. "

(International Baccalaureate Organization, "Academic integrity," [ibo.org, 2022. Available at: https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/responsibilities-of-students-and-ib-world-schools/academic-integrity/](https://www.ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/responsibilities-of-students-and-ib-world-schools/academic-integrity/))

The purpose of this policy is to:

- Support and uphold the values of academic integrity.
- Make sure that both students and the wider school community clearly understand what academic integrity means.
- Inform students and their parents or guardians about the possible outcomes of academic dishonesty.
- Motivate students to seek guidance from their teachers, supervisors, the librarian, or the DP coordinator when they are unsure about actions that could lead to academic misconduct.

Students at Gymnázium FOSTRA International must be aware of concepts such as intellectual property and authenticity. However, theoretical knowledge alone is not enough, students must also be able to apply these principles in practice across their academic work and tasks. Each student should take full responsibility for their own learning and fully understand the rules of proper academic conduct, along with generally accepted standards of academic integrity. The purpose of this document is to outline the key principles, rules, and guidelines for implementing the academic integrity policy within the school environment.

Why do we need academic integrity?

- Ensures fairness – Everyone is evaluated based on their own work and effort.
- Builds trust – Teachers, students, and institutions can trust the value of academic achievements.
- Promotes learning – Students gain real knowledge and skills rather than shortcuts.

- Protects reputation – Academic institutions and individuals maintain credibility and respect.
- Prepares for the future – Encourages honesty and responsibility, which are essential in professional and personal life.
- Prevents consequences – Avoids penalties like failing grades, suspension, or damaged academic records.
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The principles of academic integrity are also embedded in the School Rules of Gymnázium FOSTRA International and are therefore binding on all students.

2. Philosophy of Academic Integrity

It may be easier to explain to students what academic dishonesty means such as cheating, plagiarism, or other forms of inappropriate academic behaviour. However, we believe it is more beneficial to approach the topic in a positive way and highlight the value of work or research carried out honestly and correctly. Therefore, a clear understanding of the meaning and importance of academic integrity is essential. When using someone else's words or ideas, they must be properly acknowledged and cited. Students are also expected to follow all rules related to appropriate conduct during exams.

These principles apply to all kinds of schoolwork and assignments whether done in class or at home. When students enter the DP, we provide a clear orientation on academic integrity and ask them to acknowledge that they understand the expectations. Legal guardians are also informed of the school's Academic Integrity Policy and the responsibilities it sets out. This philosophy is closely aligned with the IB Learner Profile attribute of being *principled*, which encourages students to act with integrity and honesty, take responsibility for their own work, and respect the contributions of others in both academic and personal contexts.

This policy applies to all students, teachers, administrators, and parents of Gymnázium FOSTRA International. While it directly governs the IB Diploma Programme, its principles are integrated throughout the school to promote a consistent culture of integrity.

This policy applies to all coursework, assessments, projects, and activities completed under the school's academic programs, including pre-DP years.

3. Academic Misconduct

Collusion:

- Receiving or sharing exams, test materials, or answer keys without authorization
- Giving or receiving help during a test, including looking at another student's paper or allowing someone to see yours
- Copying work that was meant to be completed individually or allowing someone else to copy your work
- Using unauthorized aids like notes or cheat sheets during an exam
- Fabricating data for an assignment
- Providing false information in CAS documentation
- Bringing and using prohibited items into the exam room, such as mobile phones, electronic devices, smartwatches, personal notes, or other unauthorized materials
- Disruptive behaviour during an exam, including any attempt to interfere with or distract other candidates
- Ignoring instructions from the exam supervisor or other school staff overseeing the examination
- Pretending to be another student during an exam

Plagiarism:

- Submitting someone else's work as your own, including copying sentences, paragraphs, images, entire essays, text from uncredited sources, musical compositions, artworks, photographs, or similar materials without proper citation
- Presenting another person's ideas, arguments, or viewpoints as if they were your own
- While parents and tutors can support students as learning resources, they must not complete assignments on the student's behalf. They may help by discussing ideas or asking guiding questions, but any help beyond that may result in academic dishonesty through cheating or plagiarism
- Duplication of work: submitting the same work for more than one diploma component (for instance, turning in the identical assignment for both the internal assessment and the extended essay in any subject).
- Data fabrication: The act of creating, manipulating, or fabricating data or information in order to strengthen a claim, hypothesis, or perspective.

More forms of academic misconduct:

- Using offensive language in a script.

- Taking exam papers while leaving the exam room.
- Sharing or debating the subject matter of an exam paper during the scheduled exam period, or in the 24 hours following the test.
- Making use of an unapproved calculator when taking a test.
- Using a prohibited graphic calculator and/or hiding its use, especially (but not only) during exams.
- Altering exam papers or assignments.
- Falsifying IB grades or certificates.
- Placing unauthorized items in the restroom used in exam time.
- Sharing information or aiding in the transfer of information to another candidate regarding the content of a test is prohibited.
- Not following the directions given by the exam invigilator or any school staff member while conducting the exam.

4. Roles and Responsibilities

- **Students** – produce authentic work, cite sources correctly, and ask for clarification when uncertain.
- **Teachers** – model integrity, teach research and citation skills, monitor authenticity, and report suspected misconduct.
- **Librarian and EE Coordinator** – provide training on information literacy and referencing.
- **DP Coordinator** – ensure implementation, staff training, investigation, and reporting to the IBO when necessary.
- **Parents / Guardians** – support students ethically and maintain communication with the school.
- **School Leadership** – oversee policy dissemination, allocate resources, and uphold a culture of integrity.

5. Education and Prevention of Academic Misconduct

A) The responsibility of the teachers

- Teachers clearly explain this policy to students in the context of the specific tasks they are expected to complete. They are also expected to demonstrate ethical academic behaviour themselves and respond promptly to any cases of academic misconduct to help prevent future violations.
- DP teachers have the responsibility to teach, supervise, and assess students' research skills, ensuring they are equipped to uphold academic integrity.
- Teachers promote the school's academic integrity culture.
- Teachers keep students informed about deadlines and the consequences of not meeting them.
- Regular communication with students during the drafting phase of assignments is also important, as this stage encourages a more collaborative rather than judgmental teacher-student relationship.
- The librarian and the EE coordinator train students on the skills for citing and referencing. It is reinforced both during tutoring and in all academic classes.
- All teachers and supervisors are expected to follow the previously mentioned guidelines to identify any instances of plagiarism in student work.
- Teachers receive annual professional development on academic integrity, including updates from the IBO, ethical use of digital tools, and strategies to detect and prevent misconduct.

B) The responsibility of the students

- Students hold full responsibility for making sure that any work they submit for assessment meets the standards of academic integrity and is genuinely their own.
- They must carefully verify that any use of others' ideas or content is properly credited through a recognized and constantly applied citation style: MLA at Gymnázium FOSTRA International.
- Students manage their time effectively and allow sufficient time for completing academic writing tasks to avoid resorting to dishonest practices due to time pressure.
- Students must acknowledge and support integrity as a core principle of the school's vision and mission.
- Students must act with honesty, integrity, and behave responsibly and ethically.

- Students clearly understand the school's expectations and their responsibilities regarding producing authentic work.
- Students are familiar with the school's acceptable official standards for citing and referencing.
- Students use quotation marks or indentation to show all text that is someone else's exact words and reference direct quotes.
- Students complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.

Gymnázium Fostra International recognises that digital tools and artificial intelligence can support learning when used responsibly and transparently. Students use these tools only with explicit permission from their teachers and must clearly acknowledge any assistance received. Presenting AI-generated, AI-assisted or automatically translated content as one's own work is considered academic misconduct. Teachers specify the rules for digital and AI use within their subjects, so students understand what is allowed. Responsible and transparent use of technology is considered an integral part of academic integrity.

To support the prevention and detection of plagiarism, Gymnázium FOSTRA International makes use of the Odevezdej.cz anti-plagiarism tool for selected written assignments, including extended essays, internal assessments, major research projects and other substantial pieces of work. Students and parents are informed that submitted work may be checked using this tool. The similarity reports generated by Odevezdej.cz are used as one source of evidence to guide professional judgment; a high similarity index alone does not automatically constitute academic misconduct, nor does a low index guarantee authenticity. When concerns arise, teachers and the DP Coordinator follow the procedures outlined in this Academic Integrity Policy to review the case fairly and transparently. The use of Odevezdej.cz is intended primarily as an educational support to help students understand citation expectations and to promote responsible, honest scholarship in line with the IB Learner Profile and the school's mission.

C) The responsibility of the parents

Parents play a vital role in the school community and therefore are informed about the academic integrity policy and understand the potential outcomes of academic dishonesty.

They familiarize themselves with the specific expectations of the IB Diploma Programme. Reaching out to school staff for clarification or any questions is encouraged. Parents are advised to support their children in managing their academic responsibilities in a balanced way. It is important that parents clearly understand what constitutes academic misconduct and the consequences it may carry. Maintaining open and consistent communication with teachers and school leadership is essential. Parents should support their children in planning a manageable workload so they can allocate time effectively

D) The responsibility of the DP Coordinator

The DP Coordinator is responsible for overseeing the implementation of the academic integrity policy and fostering a culture of honesty within the entire school community. In the event of suspected academic misconduct, the DP Coordinator will form a committee to review the case. Once sufficient evidence is available, the DP Coordinator will collaborate with the school principal and the relevant teacher or supervisor to determine appropriate consequences in line with the policy. If the suspected misconduct involves externally assessed work that has already been submitted, the DP Coordinator will report the case to the IBO.

E) The responsibility of the Extended Essay Coordinator

The Extended Essay Coordinator plays a key role in promoting academic integrity by guiding students and teachers in proper research and citation practices.

Principles of academic integrity are reinforced throughout the Diploma Programme, particularly through TOK discussions, CAS reflections, and the Extended Essay process.

6. Investigation of Academic Misconduct Procedure

A fair investigation is grounded in the principle of transparency. All individuals involved in the investigation must be given access to the relevant information the school holds regarding the allegation against a student and/or staff member, including any supporting evidence the IB relies on. When appropriate, such information may be anonymized to protect confidentiality.

1. Identification:

The teacher who suspects academic misconduct documents the concern and informs the DP Coordinator as soon as possible.

2. Initial Meeting with the Student:

The student is invited to a meeting with the teacher and the DP Coordinator within five school days of the report to discuss the concern and provide an explanation or supporting evidence. The principal may attend in cases of serious or repeated offences. A written record of this meeting is kept.

3. Review of Evidence:

The DP Coordinator reviews the evidence in collaboration with the teacher and the principal. If needed, additional information may be requested from the student or other parties.

4. Decision and Communication:

A decision is made based on the available evidence. The outcome, including any sanctions or required actions, is communicated in writing to the student and their parents/guardians within ten school days of the initial report.

5. Reporting to the IB:

For work submitted to the IBO for assessment, the DP Coordinator reports confirmed cases to the IBO as required by the *IB Programme Assessment Procedures*.

6. Right to Appeal:

The student has the right to appeal the decision following the school's established appeals process. The appeal must be submitted in writing within five school days of receiving the decision.

The investigation must be led by school administrators and/or programme coordinators, in accordance with IB guidelines. It should be conducted impartially and objectively, with a focus solely on the evidence related to the allegation.

When academic misconduct is confirmed in relation to internal school processes, appropriate school-level penalties (see below) will be enforced.

In cases where misconduct involves externally assessed work, the DP Coordinator must report the incident to the IBO.

The IBO will then initiate a preliminary review and may request additional documentation from the school. Based on the available information, the IBO may dismiss the allegation, uphold it, or request more evidence or statements.

If the IBO Final Award Committee concludes that a violation of IB regulations has occurred, a penalty will be imposed. If no breach is found, the student's results for the subject in question will be released as usual.

In cases of serious academic misconduct, the Final Award Committee has the authority to rule that the student is permanently barred from registering for any future examination sessions. Once the IBO initiates an investigation, the DP Coordinator is notified via email and must promptly inform the school principal of the situation.

If the Final Award Committee reaches a decision, it may be challenged through an appeal process, provided there are valid and acceptable grounds for the appeal.

All records are securely kept by the DP Coordinator for the duration of the programme cycle. The outcome of each investigation determines the level of penalty applied, ensuring that all consequences are proportionate, fair, and educational in intent.

7. Penalties - academic misconduct

The following penalties, specific for IB DP students, are introduced to facilitate adopting the basic ideas of a sincere and honest approach to study. Internal and external penalties enable the school to respond to any occurrence of academic misconduct.

Internal penalties are imposed by the school if academic misconduct occurs during the regular summative assessment in subjects not connected to the IB Diploma assessment.

External penalties are imposed and relate to all DP corresponding work included in the final evaluation (internal assessment, final examinations, TOK evaluation, CAS components, EE).

In some cases, however, both internal and external sanctions are applicable, so the division into external and internal is not absolute.

Factors Influencing Penalties

When determining the appropriate penalty for academic misconduct, the following factors will be taken into consideration:

- **Severity of the misconduct:** Penalties will be proportionate to the seriousness of the violation. Deliberate acts such as contract cheating, plagiarism of substantial sections of work, falsification of experimental data, or theft of assessment materials will attract the most serious consequences. Minor infractions, such as isolated citation errors, will be addressed with less severe measures.
- **Previous misconduct:** Repeat offenses will result in progressively more serious penalties. A first offense may warrant a warning, reduction of marks, or the requirement to resubmit work, whereas repeated violations may lead to failure in the subject, loss of IB registration, or referral to the IBO for further disciplinary action.
- **Context of the misconduct:** The circumstances surrounding the case will be carefully reviewed to ensure a fair and proportionate response. Considerations may include:
 - Whether the action was intentional or the result of misunderstanding academic integrity expectations.
 - The level of assessment involved, with final IB examinations or Internal Assessments treated more severely than drafts or practice work.
 - The extent of the misconduct, such as copying a few lines without citation versus submitting an entire piece of work obtained from another source.
 - The student's stage of learning and prior instruction on academic integrity. Younger or less experienced students may receive educational sanctions, while senior students are expected to demonstrate full accountability.
 - Exceptional circumstances, such as illness, stress, or unclear guidance, which will not excuse the misconduct but may be considered in determining an appropriate sanction.

The school distinguishes between unintentional errors and deliberate misconduct. Educational responses such as reflection essays, re-submission, or workshops are used for first-time or minor breaches.

- Level 1 Penalty: Warning letter to the student – Unintentional breaches of the academic integrity policy
Such actions may result from a lack of understanding of academic integrity or unforeseen circumstances. In the first instance, the subject teacher will discuss the issue with the student and explain the academic integrity guidelines in more detail.
- Level 2 Penalty: Zero marks for component – Intentional breaches of the academic integrity policy
If it is determined through investigation that the student deliberately engaged in cheating or plagiarism, the subject teacher will issue a formal warning, and the student will receive a failing grade for the piece of work in question.
- Level 3 Penalty: No grade for subject(s) – Serious or repeated violations showing a clear disregard for academic integrity
Students who wilfully and repeatedly violate the principles of academic integrity, or commit a particularly serious offense, risk failing the entire IB Diploma Programme.

8. Conclusion

Academic integrity is a cornerstone of the IB philosophy and a vital component of the educational environment at our school. It fosters a culture of honesty, responsibility, and fairness, ensuring that all students develop the skills and values necessary for academic and personal success.

By understanding and adhering to the principles outlined in this policy, all members of the school community - students, teachers, and staff - contribute to a respectful and trustworthy learning environment. We are committed to upholding these standards and continuously educating our community about the importance of academic integrity as part of the IB Learner Profile and our school's mission.

Upholding academic integrity is a shared responsibility. Gymnázium Fostra International is committed to guiding students toward understanding ethical scholarship as a life skill that extends far beyond the classroom.

9. Policy Review

This policy is available on the school website and is distributed to all students and parents at the beginning of the IB DP.

This document needs to be reviewed regularly at the beginning of each school year, and it is vital that all stakeholders are informed after every review.

Any revisions to the policy are communicated promptly via email newsletters, the school's online portal, and in-person briefings for relevant stakeholders.

This policy was prepared collaboratively by the school leadership team, the IB DP Coordinator, the School Counselling Centre, and IB teachers.

The DP Coordinator, in cooperation with the school leadership team, is responsible for coordinating the annual review of this policy.

References:

- International Baccalaureate Organization. Academic Integrity Policy (2022). Available at: <https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>
- DP: From Principles into Practice (2023)
- Programme Standards and Practices (2025)
- DP Assessment Procedures (latest edition)
- Gymnasium FOSTRA International Assessment, Inclusion, and Language Policies