

APPROVED

Vilnius st. Kristoforo progymnasium

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VILNIUS ST. KRISTOFORO PROGYMNASIUM DESCRIPTION OF ACADEMIC INTEGRITY PROCEDURE

CHAPTER I GENERAL PROVISIONS

1. Vilnius st. Kristoforo progymnasium, in accordance with the Law on Education of the Republic of Lithuania, the International Baccalaureate (hereinafter referred to as IB , *International Baccalaureate* or *IB*) Organization (IBO) documents (*Academic Integrity* (2019), *The Primary Years Program : From principles into practice* (2015, update 2023), *Programme standards and practices* (2020), *Learning and teaching* (2018), *MYP: From Principles into Practice* (2022)), is committed to fostering a culture of academic integrity and responsibility. Based on the philosophy of the International Baccalaureate (hereinafter referred to as IB, English: *International Baccalaureate* or *IB*) , we strive to develop principled students who act honestly, respect intellectual property and take responsibility for their own learning. Academic integrity is developed in everyday teaching(si) activities through inquiry, reflection, student collaboration, assessment and teacher example. The Academic Integrity Policy outlines the principles and practices of academic integrity that are expected of all members of the progymnasium community, including students, teachers and parents.

2. The mission of the International Baccalaureate to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

3. The philosophy of the International Baccalaureate is based on the belief that education should be student-centered, emphasizing inquiry-based learning, intercultural understanding , and the development of essential life skills. The program focuses on holistic education, nurturing not only students' intellectual abilities, but also their personal and social growth.

4. The mission of Vilnius st. Kristoforo progymnasium School is to develop together, taking into account each student, and to develop a personality that develops its own values, capable of consciously learning through research and collaboration .

5. The vision of Vilnius st. Kristoforo progymnasium is to work together to develop a thoughtful, responsible and caring, consciously learning personality; **#importanteveryone**.

CHAPTER II GOALS OF ACADEMIC INTEGRITY

6. IB defines academic integrity as “a fundamental principle of education and a choice to behave responsibly so that others can trust us as individuals” (IBO, 2019). Fostering academic

integrity is essential for promoting inquiry-based learning, ethical scholarly activity, and personal growth.

7. The T B student profile supports the idea of academic integrity, encouraging students to be principled, reflective, and responsible. in academic activities. The development of student abilities (ATL) is directly related to the development of academic integrity, when values and responsibilities are developed through reflection.

8. The objectives of the Academic Integrity Policy are as follows:

8.1. promote a common understanding of academic integrity;

8.2. ensure that students develop ethical research, citation, and collaboration skills;

8.3. prevent and address all forms of academic misconduct;

8.4. support the development of responsible and conscientious learners according to the IB learner profile.

CHAPTER III

RESPONSIBILITIES OF STUDENTS, TEACHERS AND PARENTS

9. It is expected that students in Vilnius st. Kristoforo progimnasium:

9.1. will present their original works;

9.2. will properly cite all sources of information, images or ideas (age-appropriate citation methods);

9.3. will collaborate only when permitted and will appropriately reflect on the contributions of group members;

9.4. will avoid all forms of plagiarism, fraud, collusion, duplication of work or falsification of data;

9.5. will use digital tools and artificial intelligence (AI) ethically and with the teacher's permission, ensuring that their use is transparent and consistent with learning objectives. AI text cannot be presented as its own text. It can be used as a resource. AI is never used for reflection.

10. It is expected that Vilnius st. Kristoforo progimnasium teachers:

10.1. explicitly teach and model academic integrity in teaching the subject curriculum;

10.2. provide recommendations on correct citation practices and use of sources;

10.3. will design tasks and apply assessments that encourage original thinking and reduce the potential for dishonesty;

10.4. will fairly and consistently detect and respond to instances of academic misconduct;

10.5. use authentication tools;

10.6. will encourage student self-reflection when academic integrity issues arise.

11. It is expected that parents of Vilnius st. Kristoforo progimnasium students:

11.1. will support the high school's philosophy of academic integrity;

11.2. encourage students to take responsibility for their own learning;

11.3. will help students develop good study habits and time management skills;

11.4. will not complete the tasks assigned to students for them.

CHAPTER IV

ACADEMIC INTEGRITY IN IB PYP AND MYP PROGRAMS

12. In grades 1-4, i.e. PYP (Primary Education Program - PUP, English: *Primary Years The PYP* (Principal Year 10) program emphasizes honest collaboration, respect for the ideas of others, and basic inquiry skills in developing students' academic integrity. Students are introduced to academic integrity in the following ways:

- 12.1. age-appropriate discussions about ownership of ideas;
- 12.2. encouraging original thinking and expression;
- 12.3. introduction to basic citation using simple referencing (e.g., "I found this in a book called...");
- 12.4. developing research skills as part of the PYP interdisciplinary themes.

13. In grades 5–8, i.e. MYP (*Middle Years Programme – PUG*) *Years programme (MYP)* , students should:

- 13.1. understand and apply formal citation methods (e.g. APA);
- 13.2. use research strategies that reflect responsible academic behavior;
- 13.3. reflect on the authenticity and quality of your work, especially your MYP community project;
- 13.4. engage in responsible digital behavior and academic collaboration.

14. Citing and citing sources is an essential part of academic integrity, showing respect for the work and intellectual property of other authors, so students must properly cite examples of citation:

14.1. The source is included in the bibliography (book), indicating the authors, year of publication, title of the publication in italics, location and publisher, e.g. Dirgėla, T. (2025). *The Case of the Missing Broom* . Vilnius: Tyto white ;

14.2. The electronic source is included in the bibliography, indicating the authors, date, article or page title in italics, website name, URL link, e.g. Kazlauskytė , A. (2026-03-16). *Finnish expert: media literacy in schools is important to integrate into other lessons*. LRT. https://www.lrt.lt/naujienos/svietimas/45/2867145/suomiu-ekspertas-mediju-rastinguma-mokyklose-svarbu-integruoti-i-kitas-pamokas?srsId=AfmBOorUqgkXaAW-Hy10LM0hhZSgMK1PgMvKSEkbJ5PwjM3_OPIBX2v3 . If there is no author, then the article title in italics, the last update date, page name, link, e.g. *The formation of the state of Lithuania* . (2024-08-04). Wikipedia. https://lt.wikipedia.org/wiki/Lietuvos_valstyb%C4%97s_susidarymas

14.3. An indirect quotation is written in the text by paraphrasing the desired idea, indicating the author's surname and the year of publication in brackets, e.g., *in the development of history, this event had a decisive influence on the formation of the state* (Petrauskas, 2022). If there is no author, the title and year of the article are indicated, e.g.: *new technologies are the basis for a sustainable future* (Scientific discoveries that are changing our lives, 2025-05-25);

14.4. a direct quote in the text is written in quotation marks in parentheses indicating the author's surname, year of publication, page, e.g., as the Little Prince said, "if someone loves a flower, the only flower that grows only on one of many millions of planets, he feels happy and needs nothing more" (Antoine de Saint-Exupery , 2017, p. 30). If there is no author, the title and year of the article are indicated, e.g., " Innovative technologies, such as the production of green hydrogen , promise sustainable energy solutions" (Scientific discoveries that change our lives, 2025-05-25).

CHAPTER V

ACADEMIC DISHONESTY

15. *Academic dishonesty Misconduct* is any action by a student (intentional or unintentional) that results in an unfair advantage for oneself or another student in one or more parts of an assessment. Academic dishonesty is also considered to be an action that prevents a student's actual knowledge and abilities from being assessed fairly and objectively. In the case of academic dishonesty, the following aspects are important:

15.1. dishonest advantage for oneself and/or another. Obtaining extra points by deception or helping another person to obtain those points, e.g., telling answers to a classmate during a test. Both students in this case are considered to have violated academic integrity;

15.2. intent to violate academic integrity, ignorance is tantamount to academic dishonesty (*Intent* vs. *Outcome*). A student's unintentional violation of academic integrity due to ignorance or thoughtlessness does not negate the fact of the violation itself. If someone else's ideas are presented as their own in a work, this is a violation, regardless of the student's intentions;

15.3. of authenticity . Any class or homework assignment in which a student presents the knowledge and skills of others (classmates, parents, tutors, other authors) or artificial intelligence as their own violates the principle of authentic authorship.

16. Academic misconduct includes the following forms of dishonest behavior:

16.1. plagiarism – presenting another person's work or ideas as one's own;

16.2. duplication of work – submitting the same work to different tasks;

16.3. cheating during exams or homework;

16.4. data or results;

16.5. unauthorized use of artificial intelligence when it is not disclosed or violates the requirements of the engagement;

16.6. Collusion is when individual work is done in collaboration with others, such as when one student allows another to copy their work, both submit the same or very similar work as the individual work, or one person does most of the other student's assignment. Collusion differs from collaboration *because in collaboration* , students discuss the assignment together, share ideas, and plan the work, but each student prepares and submits their own original work; collaboration is required by the assignment.

17. When ensuring academic integrity, the goal is not to punish, so the consequences are educational in nature and help the student understand the importance of academic integrity. For the sake of clarity, the progymnasium community is guided by the following core values and concepts related to academic integrity:

17.1. *intellectual property property*) is understood as respect for copyright, therefore, when using works of authors, it is necessary to indicate the author and the source. Material may not be copied without proper reference;

17.2. *authentic authorship Authorship* is when a student submits their own work. The help of other people or AI can only be used to the extent permitted by the teacher and must be indicated where necessary. All sources used must be properly cited.

CHAPTER VI

ACADEMIC DISHONORABILITY SUPERVISION

18. Academic integrity in the progymnasium is ensured through continuous monitoring, on the basis of which intervention and preventive actions are selected.

19. Monitoring is carried out:

19.1. teachers check the originality of submitted student work and use plagiarism checking tools;

19.2. Cases of academic dishonesty are recorded in MS *Office 365* , with a brief description of the academic dishonesty case, indicating the student(s) , date, and interventions applied.

20. To ensure academic integrity and avoid cases of academic dishonesty, prevention is carried out:

20.1. teachers introduce (or remind) students and their parents or guardians of the academic integrity procedure at the beginning of each year;

20.2. teachers teach students proper citation;

20.3. When presenting an assignment, teachers emphasize the importance of academic honesty and clearly formulate the conditions for completing the assignment, e.g., whether collaboration is allowed or not . vs. *collusion*);

20.4. The Student Council is involved in strengthening academic integrity and disseminating information in the junior high school;

20.5. Teachers discuss the situation of academic dishonesty at least once per academic year in methodological groups and provide proposed actions to strengthen academic honesty.

21. In cases of suspected academic dishonesty, the following interventions are envisaged:

21.1. investigation of the situation: the teacher collects evidence of possible academic dishonesty and discusses the situation with the student;

21.2. parents or guardians are informed of the child's academic dishonesty;

21.3. Cases of academic dishonesty are registered in MS *Office 365* ;

21.4. the consequences for academic dishonesty are applied to the student, such as resubmission of work, reflection tasks or disciplinary measures, taking into account the severity of the violation and the age of the student. The teacher decides independently on the selection of consequences if the student has committed the offense for the first time. If the same student commits a repeated case of dishonesty during the school year, the teacher consults with the progymnasium social pedagogue about the consequences;

21.5. After cases of academic dishonesty, assistance is provided to the student: introduction to the academic honesty procedure, and in case of repeated cases, skills development sessions and/or reflection may be offered to improve academic behavior.

CHAPTER VII

FINAL PROVISIONS

22. Vilnius st. Kristoforo progimnasium's Academic Integrity Procedure Description was developed in collaboration with members of the progymnasium's administration, the IB coordinator, and teachers.

23. The procedure description is reviewed annually. This document is available to all interested parties.
