

HT IB Academic Integrity Policy

Purpose

This policy is intended as a source of information for the Holy Trinity School community on Academic Integrity. Part of a student's academic development is learning to take responsibility for their own learning, and to acknowledge the ways in which others have supported the development of their ideas, opinions, and work. Academic integrity is essential if we are to be able to accurately and successfully teach, assess, and communicate a student's acquisition of knowledge, understanding of concepts, and mastery of skills.

Philosophy

We believe academic integrity is a reflection of the IB Learner Profile and that honesty, trust, fairness, respect and responsibility are important values for teaching, learning, and assessment within our school community. All members of the school community are expected to act in a principled manner. We strive to instill a positive attitude towards learning by encouraging students to develop the skills needed for an honest approach to academic work.

Definition of Academic Integrity

Holy Trinity Catholic High School and the IB Organization define academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment.

Academic integrity is making knowledge, understanding, and thinking transparent. Students should learn to clearly discuss what they are learning and be able to explicitly explain how they constructed their ideas and what views they have adopted or rejected (IBO, 2014).

Academic integrity requires a set of values and skills that promote good practice in teaching, learning, and assessment. Academic integrity is essential for producing original, authentic work and for fully acknowledging the ideas and work of others. Academic integrity results when students have a sense of ownership over their own work, when they fully embrace the IB Learner Profile attributes and when they develop the Approaches to Learning skills.

Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner without receiving assistance from another person or using any source of information without appropriate acknowledgement. The school's academic integrity practices are intended to promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- Plagiarism - is defined as the representation (whether intentional or unintentional) of ideas, words or work products, attributable to another person or source without acknowledging the source from which it was obtained. (Fishman, 2010)
- Collusion—this 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—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- Misconduct during an IB examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other students, or communicating with another student).
- Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from students about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

The regulations for the International Baccalaureate Diploma Program with regard to academic honesty on Internal or External Assessments for the IB Diploma Program state:

(21.1) If questions arise about the authenticity of a student’s work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a student’s work has been submitted to the IB Organization for assessment, the school’s DP coordinator must inform the IB Organization as soon as possible. For work that is internally assessed, “submission” refers to the deadline by which teachers’ marks must be submitted to the IB Organization. For work that is externally assessed, other than the scripts from the written examinations, “submission” refers to the student signing the declaration of authenticity for their work.

(21.2) When a school, an examiner, or the IB Organization establishes evidence to suspect academic misconduct by a student, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

(21.3) If the IB Organization notifies a school that a student is suspected of academic misconduct and that the IB Organization has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the student to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB Organization the investigation into the suspected academic misconduct by the student may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a student is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

(21.4) Students suspected of academic misconduct must be invited, through the school’s DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed.

(21.5) The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB Organization staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.



(21.6) Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the sub-committee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision then the case will be referred to the Final Award Committee.

(21.7) If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be commensurate with the severity of the misconduct. If a case of academic misconduct is considered by the Final Award Committee to be very serious, the Final Award Committee may decide not to issue a grade for a student in the subject(s) concerned and additionally prohibit the student from being registered in any future examination sessions.

(21.8) If no grade is issued for a subject that contributes to a student's IB Diploma, no IB Diploma will be awarded to the student. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeat misconduct, the student will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Student, if the session in which the academic misconduct has been established is the student's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

(21.9) If the student has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

(21.10) If there is substantive evidence, the IB Organization is entitled to conduct an investigation into academic misconduct after a student's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub-committee, the student's grade for the subject(s) concerned may be withdrawn from the student which will also result in the withdrawal of their IB Diploma where applicable.

School Responsibilities

Academic integrity is the responsibility of the whole school community (the administrators, teachers, staff, parents, and students). As an IB World School, Holy Trinity works to promote all 10 aspects of the Learner Profile Traits in all students.

The school must take steps to ensure staff, students and parents understand what academic integrity is and the ethical issues related to academic integrity.

- Academic integrity needs to be taught and supported throughout a child's education and to achieve this, we teach proper use of referencing conventions at every grade level in our English Language Arts classes.
- Our focus is on teaching the skills and attitudes needed for a culture of academic integrity, rather than constantly monitoring the application of the rules. (Carroll, 2012)
- "Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. The



technical skills are essential but the understanding of the concepts and values behind them comes first.” (IBO, 2014)

- Academic integrity is expected when students are engaged in inquiry, working on assessments, using technology, communicating ideas, and reflecting on their learning.
- Students are taught to have integrity, take ownership for their own work, and respect and acknowledge the work of others.
- “Students need to be aware that the IB does not regard any work produced—even only in part—by [AI] to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.” (IBO, 2023)

In order to promote a culture of academic integrity, the school is responsible for:

- ensuring a safe and encouraging learning environment
- ensuring all members of the school community, including parents, understand the value of academic integrity
- modelling and fostering the development of the attributes of the Learner Profile
- ensuring all students adhere to the principles of academic integrity appropriate for their developmental ability; if a student engages in academic misconduct, the school will provide the student with support in a positive manner
- ensuring that students understand that knowledge can come from multiple sources

Teacher Responsibilities

Teachers are expected to minimize the opportunities for students to partake in collusion, misconduct, or academic dishonesty. These actions include, but are not limited to, making sure no student has a cell phone on their person during an in-class assessment, placing desks far enough apart so students can not read each others’ answers, differentiating homework assignments so students are less inclined to copy others’ assignments, and varying/changing assessments and labs from year to year, and being vigilant while the assessment is taking place.

Student Responsibilities

We expect all students to complete their school work to the best of their ability and to demonstrate integrity and honesty by completing their work themselves. Students are also expected to value the attitudes and skills of being a principled communicator in all learning and assessment.

As participants in a culture of academic integrity, students are responsible for:

- working both independently and cooperatively, depending on the situation.
- demonstrating the Learner Profile attributes of communicator, principled, knowledgeable
- applying the self-management, research, communication, thinking, and social skills they have learned
- acknowledging help received from parents, group members, and other people



- using correct citation skills, as taught, to credit the words, ideas, and work products of others

Procedures if Academic Misconduct is suspected

Our School division policy states that “Students will be given multiple opportunities to demonstrate their learning through multiple means of expression, within a reasonable time frame. A student’s grade represents his/her relevant, consistent and recent learning and achievement” (ECSD. 2018). Therefore, students who deliberately attempt to gain advantage in marks through dishonest practices such as cheating or plagiarism will be given a mark of zero (ECSD, 2018). As well, a comment on the student’s report card will indicate that the student received a mark of zero on a given assignment because of academic dishonesty.

If a student is suspected of academic malpractice during an in-class assessment, the teacher will move the student, remove from reach anything the student was using to gain unfair advantage on the assessment, and allow the student to finish the assessment.

If a student is suspected of academic malpractice on an assessment, the student will be notified of this fact and the teacher will contact and talk to the student’s parent(s)/guardian(s) - either on the phone or in person. Additionally, the teacher is responsible for entering details about this infraction (Specifically, information on the infraction, the penalty, and date/details of discussion with student and parent/guardian) into Powerschool and notifying the student grade coordinator.

If a student or parent/guardian believes an incorrect determination has occurred, the student or parent/guardian may appeal the determination to the grade coordinator (administrator).

If a pattern of academic misconduct begins to emerge, an administrator will work with the school’s Student Services and the parent(s)/guardian(s) of that student. Additionally, other sanctions may be put in place toward the goal of permanent remediation of this issue.



References

Edmonton Catholic School Division. (2018). Administrative Procedure 360.

Bloomfield Hills Schools. (2014). Academic Honesty Policy.

https://www.bloomfield.org/uploaded/Parents_Students/IB/2014-15PYPAcademicHonestyPolicyLonePineWest

Carroll, Jude. (2012). Academic Honesty in the PYP: Position Paper. Cardiff: International Baccalaureate Organization.

Fishman, T. (June 2010). "Lessons from the Law: Bringing the right kind of legalism to Plagiarism Policy". 4th

IBO. (2014). Academic Honesty in the IB Educational Context. Cardiff: International Baccalaureate Organization.

IBO. (2014). Effective Citing and Referencing. Cardiff: International Baccalaureate Organization.

IBO. (2019, updated 2023). Academic Integrity Policy. Cardiff: International Baccalaureate Organization.

International Plagiarism Conference. Newcastle, UK. <https://vimeo.com/1364622> . Accessed June 14, 2017.

Skagerak International School. (2011). Academic Honesty Policy and Guidelines.

www.skagerak.org/uploaded/Policies/Academic_honesty_policy.pdf. Accessed June 13, 2017.

Southland International Baccalaureate School. (2018). Academic Honesty Policy.

<https://www.vsb.bc.ca/schools/southlands/Teaching-and-Learning/Programs/IB-Primary-Years-Programme/Documents/Academic%20Integrity%20Policy.pdf> Accessed April 10, 2021.

