

Academic Integrity Policy

Notion International School

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Reviewed by:

Pedagogical Leadership Team

School's Librarians

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IB statement of mission

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

School Mission

Notion International School is a professional learning community where everyone can learn by implementing advanced educational strategies and standards. We provide our students with all the competencies they need to positively contribute to serving local and global societies with a proud identity. We foster our students' eagerness to learn by providing stimulating curricula and extracurricular programs that emphasize meaningful connections with the students' real-life experiences. Notion School's mission is to raise balanced, open-minded, and principled students who can communicate confidently, think critically, and reflect effectively.

IB Learner Profile:

Inquirer: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others.

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.

Thinker: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicator: 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 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-Taker: 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 challenges 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 recognize our interdependence with other people and with the world in which we live.

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

Ensuring Academic Integrity at Notion International School

At Notion International School, we uphold the highest standards of academic integrity and honesty to foster a genuine and ethical learning environment. Our commitment to academic honesty is deeply aligned with the core principles of the International Baccalaureate (IB) program.

1. Preventive Measures

- A. **Education and Awareness:** We believe that education is the cornerstone of preventing academic dishonesty. To that end, we actively promote awareness of academic integrity among our students. Teachers incorporate discussions on academic honesty into the curriculum, ensuring students are well-informed about what constitutes academic misconduct.
- B. **Clear Expectations:** We establish clear expectations regarding originality and the proper citation of sources for all assignments, research, and assessments. Teachers provide guidelines on referencing and citing sources in accordance with recognized academic standards.

2. Plagiarism Detection

To maintain the integrity of the learning environment, Notion International School employs plagiarism detection tools to check students' written work. This ensures that students are held accountable for their academic contributions while discouraging plagiarism. Teachers and coordinators review the results of plagiarism detection and take appropriate action in case of detected misconduct.

3. Addressing Academic Dishonesty

A. **Reporting:** In the event of academic misconduct, any member of the school community, including teachers, students, or parents, is encouraged to report the incident to the appropriate school authority. Reports may be submitted confidentially.

B. **Investigation:** Once an allegation of academic dishonesty is received, a thorough investigation is conducted to determine the nature and extent of the misconduct. This investigation may involve discussions with the student, reviewing the evidence, and consulting with relevant teachers and staff.

C. **Consequences:** Notion International School takes academic dishonesty seriously. The consequences for academic misconduct may include but are not limited to:

- A formal warning to the student.
- A requirement to resubmit the assignment with no opportunity for a higher grade.
- A marked reduction on the assignment or assessment.
- Parental notification of the misconduct.
- Participation in educational programs or workshops on academic integrity.
- An academic misconduct notation in the student's records.
- Escalation of the matter to school administration for further action, which may include disciplinary actions or reporting to relevant external authorities, if warranted.

D. Restorative Approach: We also emphasize a restorative approach to address academic dishonesty. In cases where it is deemed appropriate, students may be encouraged to reflect on their actions, understand the consequences, and develop strategies to avoid future misconduct.

E. Appeals: Students have the right to appeal decisions related to academic dishonesty. The appeals process is clearly defined in our school's complaint policy.

The school philosophy relates to academic integrity

IB Definitions of Academic Misconduct and its Different Categories

Academic misconduct is defined as any type of cheating that occurs in relation to a formal academic exercise.

The IB (2014) defines academic misconduct as a behavior that results in or may result in, the student or any other student gaining an unfair advantage (or behavior that disadvantages other students) in one or more assessment components.

Examples of "Academic Misconduct"

- Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment.
- The use of translated materials, unless indicated and acknowledged, is also considered plagiarism (IB, 2014).
- Using and taking unauthorized material to an assessment, such as cheat sheets or using notes on devices.
- Use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

- Asking about and sharing questions and/or answers about quizzes and assessments.
- Sharing answers to assignments/homework without the permission.
- Submitting the same work for more than one assignment without permission from the teachers. Allowing one's work to be copied or submitted for assessment by another student.

Definition of Intellectual Property and Examples

Intellectual property is defined as intangible property that is the result of creativity. This could be anyone's creations of the mind: inventions, artwork, and designs. Forms of intellectual and creative expression (for example, works of literature, art, or music) must be respected and are normally protected by law.

Definition of Authentic Authorship and Examples

Authentic authorship refers to the person or persons truly responsible for the creation of a work. A source could be authored by an individual, or by an organization or publisher. By teaching academic honesty, students learn to acknowledge authentic authorship appropriately and cite their sources of information accordingly.

Clarifying the Distinction Between Legitimate Collaboration & Unacceptable Collusion

At times, collaboration between classmates is permitted and even encouraged. At Notion International School, teachers take steps to ensure that the difference between collaboration and collusion is made clear. Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (IB, 2014). In collaborative or group work situations, students must present work in their own words and acknowledge the work of others. Teachers are also encouraged to set up assignments so that roles and responsibilities are clearly defined for students to prevent collusion.

Expectations and responsibilities of the school community

1- Students should:

- Tell the truth and be responsible for their actions
- Acknowledge new innovative ideas of others
- Work independently with minimal support from parents, or peers
- Learn paraphrasing, note-taking, and referencing
- Acknowledge any information taken from textbooks, magazines, and the Internet
- Understand the importance of group work and collaboration
- Follow the regulations of examinations and assessments
- Understand the consequences of misconduct, for example, plagiarism, copying another's work, using unpermitted notes or collaboration
- Ensure that it is allowed by the teacher to use Artificial Intelligence tools such as ChatGPT, and acknowledge its use.

2- Candidates should not:

- Use notes during an examination except with permission from the teacher.
- Cheat during an examination.
- Copy the work of another student.
- Submit copied work as their own.
- Complete an assignment for another student.
- Allow another student to copy their work.
- Buy or take essays or assignments already done on the Internet or by another person.
- Copy works of art without acknowledging the source.
- Save unauthorized programs on their calculator.
- Submit an IT program done by another person.
- Modify students' results on a computer or database.
- Steal examination papers.

3- Teachers should:

In Approaches to Learning (ATL), teachers promote self-management, social, communication, thinking and research skills

- Teach students how to use the library and the Internet
- Teach take notes, paraphrasing, collect data
- Teach how to acknowledge sources formally in a written or oral form
- Teach how to write footnotes.
- Teach how to plan, prepare, and present research.
- Teach how to use quotations and assess sources.

- Create with students an essential agreement about the consequences of academic integrity misconduct.
- Ensure that the skills particular to a subject and required for academic good practice are reviewed regularly throughout the programme.
- All the work submitted for assessment is the authentic work of each student
- Adhere to the IB regulations in the field of assessment and inform their IB coordinator of any problems
- Teachers (including Extended Essay, Personal Project, and Exhibition supervisors) must provide students with rubrics to enhance their learning outcomes.
- Teachers are advised to provide students with examples of conventions for acknowledging sources. The examples must include a variety of sources (CD-ROMs, DVDs, photographs, illustrations, works of art, and data) in addition to journals, books, and websites.

4- The school should:

- Ensure that students receive guidance on the skills of academic writing in a structured way (e.g. Essay, book report, or personal project)
- Approaches to Learning (ATL) skills are utilized to provide an explicit focus for teaching and learning the skills required for academic integrity, particularly information literacy skills and effective citation and referencing skills.
- Ensure adequate resources at the school library and classrooms to support study skills
- Ensure that candidates understand the consequences of academic integrity misconduct
- Establish a code of honor or an essential agreement to promote academic honesty within the school
- Consider subscribing to an online plagiarism-detecting service such as Plagiarism detector tools and submitting students' work randomly
- Generate ongoing workshops for all stakeholders' education about academic honesty

5- Parents should

Parents must understand what academic honesty is, their responsibility as parents, and the relevance of these concepts. They must have an active role in their children's education and help them to have a high level of work ethic and habits. Parents can help their children avoid the short and long-term consequences by ensuring that they:

- Discuss acceptable and unacceptable behaviors with them
- Support them in their work,
- Give priority to their academic work, set aside time and a particular space for it,

- Set deadlines with them and related expectations and encourage them to draw up a plan to be able to complete every task on time;
- Set an example for them by being respectful of the school policy and teachers' instructions relating to work;
- Give attention to positive behaviors, in particular when young people take responsibility for their work and complete it on time, and congratulate them on it;
- Give them constructive observations, to help them to have the sense of their own responsibility towards their academic work.
- Academic Integrity is a shared concern while pursuing a common goal: to help our young people show responsibility, honesty, trust, and respect.

FOR PRIMARY YEARS PROGRAMME (PYP)

- It is understood that academic integrity is a study ethic that students must learn from the first year in the PYP. To undertake this goal:
- Teachers will:
- Discuss with students what constitutes appropriate help from parents and other adults whenever the students are out of school.
- Students are encouraged to develop an independent mindset and to take responsibility and ownership for their ideas, thoughts, and actions.
- Discuss how to act in a principled way by developing an understanding of what is right and wrong and how to respect other people's thoughts and ideas.
- Discuss the consequences students risk if they submit work that is plagiarized, collude with classmates, or if they do not engage productively in group work.
- Ensure that all critical components of research and projects are conducted at school to reduce the risk of adults giving excessive and unwarranted support.
- Discuss the reasons for citing and referencing sources.

Encouraging Academic Integrity among Grade 4 and 5 PYP Students:

- A clear citation structure (The reference style used by all students is the APA citation).
- Will be promoted by all teachers and expected of all Grade 4 to Grade 5 students.
- Grade 5 students are expected to follow the structure of this citation fully while Grade 4 students will be expected to show progressive understanding and the use of these guidelines.
- In-text citation: Students are expected to cite all sources using this simple starter phrase, "According to . . ." All direct quotations will be in quotation marks.

- All diagrams and pictures should be half to full in size and must have a citation underneath written out as follows: "SOURCE: ..."
- A bibliography will be appended at the end of all research reports acknowledging the sources of all materials and information. The bibliography can be in the form of a numbered list or with subheadings as follows:
 - BOOKS: Record the author(s), title, publisher and date
 - WEBSITES: Record the shorter version of the URL
 - PEOPLE: Person's name, job, and the date of the interview
 - ARTWORK: Record the title, artist, and reference (museum, recording) where applicable.
 - MAGAZINES: Name of periodical, the article/photo, and date.
- When the bibliography is set out as a list, all entries will follow this format: Name of the source (e.g. Author or organization), the title of the item, publisher, and date published.

Educating PYP Students below Grade 4 on Academic Integrity:

We appreciate that the concepts of academic integrity and citations are fairly abstract for PYP students. However, teachers are expected to support students to avoid habitual copying of other people's work. The following questions can guide this practice:

- Who helped us gain insights into an inquiry?
- What did you observe in the resources you used?
- Which resources have helped us the most?
- Which electronic resources helped us gain a greater understanding of the inquiry?
- How can we acknowledge that we acquired some of the knowledge from other resources?

The reference styles suggested to the below grade 4 students:

PreK - 1: Just identify the type of source - Book, Computer, People, Me - and use a graphic approach (e.g., picture, stamp, icon, sticker).

Grades 1 - 2: In addition to the graphic, add the name of the type of source (Book, Computer, People, Me). Add additional types of sources - website, article. Also, have the students identify the Title - the name of the item.

Grades 2 - 3: Add the Author and drop the graphic. The style is: Author Title, Type, .

Grade 3: Add Date, as in Author, Title, Type, Date.

Consequences for Collusion and Plagiarism:

When a teacher detects any of these violations, he or she will investigate the matter fully. This investigation will include the student's written reflection on what transpired. Upon confirmation that a violation took place, the following consequences will be administered:

- a) First offenders will be warned in writing and asked to redo work. This consequence will be communicated through a note to the parents which must be acknowledged and returned to the school.
- b) Second offenses will lead to a redo, a note from the teacher to the parents, and the student is required to attend a session conducted by the ICT teacher and/or the librarian that aims to develop a reflection plan with specific goals and common agreements regarding academic integrity.
- c) Repeat offenses will lead to an in-school suspension where the student will serve time out of the classroom in another space in the school under the supervision. Depending on the severity of the offense, the Teacher may direct that this suspension be served out of school for one day. It is expected that students will spend this time reworking the flagged task.

FOR MIDDLE YEARS PROGRAMME (MYP)

Academic honesty in the MYP is a principle informed by the attributes of the IB Learner Profile. In teaching, learning, and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the IB Learner Profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". MYP students must demonstrate academic honesty and avoid any form of academic misconduct. MYP Academic Honesty Policy focuses on prevention and promoting good practice. It is our goal for the entire school community to view the principles of the Academic Honesty Policy positively.

Roles and responsibilities:

Role of MYP Coordinator

Create the academic honesty policy with teachers, introduce it to students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly. Promote and encourage teachers to

educate students regarding the policy. Enforce the consequences when a student violates the policy.

Role of subject teacher:

MYP Teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. Its importance is emphasized and clearly stated to the students. Teachers should be role models in honesty for students.

Guide studying, writing an academic document, inquiring, and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.

Ensure that every assignment, project, or assessment reflects academic integrity. All educational tasks are required to uphold its standards.

Promote a classroom environment that encourages academic honesty and critical thinking. Enforce the consequences when a student violates the policy

Role of ATL coordinator

"In the MYP, Approaches to Learning skills "Information/ media literacy: Finding, interpreting and presenting (including referencing) information" are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research, and communication.

ATL skills help students "learn how to learn". To support learning and encourage students to complete work with integrity, and vertical planning; Category: Research is applied with clear expectations for each grade level. Notion International School has adopted several strategies for example, students will learn and practice academic honesty as part of their ATL skill development across subject groups explicitly and implicitly and Personal Project.

Role of Librarian

The librarian plays a crucial role in providing support and assistance in terms of research process, and citation sessions. He supports teachers and students in identifying good practices regarding academic honesty. He also helps students obtain reliable information from various sources. The reference style used by all students is the APA citation.

Role of parent

Support the ethical values of honesty and integrity.

Share school's enforcement of the academic honesty policy, especially concerning work done outside of school.

Role of the students

The student receives a version of this policy and practices academic honesty as part of their ATL skill development and be aware that the coordinator, librarian, and teachers are available to offer further advice and guidance.

Support the spirit of academic honesty both in attitude and action when completing all assignments. Understand that no assignment is excluded from this policy.

Students will be allowed to

- Accept help from parents, older students, and friends
- Accept information taken from books, the Internet, or persons
- Acknowledge the source of direct quotations
- Acknowledge reference materials in a bibliography
- Know what constitutes cheating and abide by the rules
- Follow all test/exam rules
- Ask beforehand what kind of external help is permissible

Students will be disallowed to

- Use notes during a test unless allowed by a teacher
- Copy from another student during a test
- Copy from the homework of another student
- Give another student his/her own work to copy
- Hand in work as his/her own that has been copied
- Do homework for another student
- Use AI tools unless allowed by the teacher
- Purchase and submit pieces written by someone else

Investigating improper conduct

Upon each instance of a suspected violation of the school's standards of Academic Honesty, the following procedure will be followed:

- The teacher who assigned the work will carry out an investigation. He will consult the MYP Coordinator about the incident,
- The teacher will investigate the matter with the student(s) involved,
- In consultation with the MYP Coordinator, ensure the rights of the student and those involved are not violated. MYP coordinator will invite the student(s) involved to appear before the committee to explain the incident,
- . If the teacher determines the student is responsible for the misconduct, he/she will file an official Incident report. The form is sent to the MYP Coordinator, the teacher may resolve to issue a consequence referring to the Discipline Policy.
- In such cases, the decision will be communicated in writing to the student and his/her parents or legal guardians via the school's channels of communication. Students and parents or legal guardians have a right to see evidence, statements, reports, and correspondence about the case.
- To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the MYP Coordinator who will attach it to the original incident report.

Regarding the Personal Project, steps are being taken to document both primary and secondary sources used in MYP 5 students' Personal Projects and fill out the integrity form. This documentation serves to reinforce the importance of citing sources properly and provides transparency regarding the research process.

Teachers meticulously review student work to identify any instances where this principle may be compromised. In the event that a breach of academic integrity is detected, the established policy is immediately implemented. This may involve notifying the relevant parties, depending on the severity of the violation as shown in the policy.

As students gain experience in the MYP, they can develop the understanding and behaviors necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.

Penalties applied to students guilty of malpractice

Teachers use a range of strategies to detect academic dishonesty. Teacher judgment is often the first step to detecting types of Malpractice like plagiarism, collusion, or

duplication of work. When academic dishonesty is suspected, teachers use software such as Google Classroom Originality Reports to verify student work and deep investigation.

In Case of malpractice, in addition to the procedure outlined, the following will take place:

First Time

The teacher will discuss misconduct with the student and give a warning.

The teacher will notify the parents of the incident.

Student will redo the assignment receiving a reduced grade (at least by one band)

Second Time

The MYP Principal Coordinator will meet with the student and the teacher to discuss the incident.

Parents will be notified.

The assignment will not receive a grade.

Students sign an official Incident report about future conduct which will be recorded in the student's file.

Third Time

The following parties will attend: the student, the student's parents/guardians, and the subject teacher.

A conference including parents, teachers, students, MYP Principal Coordinator will take place to discuss academic misconduct and how to avoid it in the future.

Suspension from the school by a time determined by the MYP Coordinator.

Policy Alignment

MYP academic honesty policy aligns with our assessment policy. The academic honesty section in the MYP assessment policy states that students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation of this will be dealt with, according to MYP Academic Honesty Policy. Besides, formative assessment tasks can be used to teach, learn, and practice academic honesty, as formative work helps a student meet the established criteria for the summative task.

FOR DIPLOMA PROGRAMME (DP)

Understanding and promoting academic integrity in the DP:

Academic integrity is the structure of any educational institution. The IB endorses the principles of academic integrity, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.

Promoting academic honesty is essential because a lack of academic integrity undermines the philosophy of any educational programme.

All stakeholders in NOTION's community believe that the principle of academic integrity should be considered by students as a learning experience and become part of their academic study during and beyond the IB Diploma course of study.

Types of Malpractice in the DP:

"The IBO defines malpractices as a behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one assessment component"

Students in the DP can experience malpractice in the following forms:

- **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behavior, and communicating with others during the examination.
- **Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations.
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- **Fabrication** of data: This is defined as manufacturing data for an experiment and mathematical exploration.

- **Disregarding** the IB DP examination code of conduct: this is defined as an infraction or disregard of the guidelines as established by the IBO concerning examination conduct.
- **Disclosing** information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

Academic Misconduct also includes:

- Making up data for an assignment.
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, wearable technology, smartwatches, or other forms of smart technology, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate.
- Referring to, or attempting to refer to, unauthorized material that is related to the examination.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another candidate.
- Stealing examination papers.
- Using an unauthorized calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.

Acknowledging sources:

How can a student make sure that he/she is not plagiarizing material?

The reference style used by all students is the APA citation.

- The simplest method of avoiding plagiarism is to honestly, accurately, and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged.

- Information located via email messages, websites on the internet, social networks, and any other electronic media must be treated in the same way as information found in books and journals.
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- All works of art, film, dance, music, theater arts, or visual arts must have their source/origin acknowledged
- Material cannot be paraphrased without acknowledging the source.

The responsibility of the DP student:

DP Students' responsibilities in respect of academic honesty include the following:

- Students are responsible for ensuring that all work submitted for assessment is authentically their own.
- Students are responsible for fully and correctly acknowledging the work and ideas of others.
- Students are expected to review their own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which requires acknowledgement.
- Students may be required to submit their work using Plagiarism detector tools. Failing or refusing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work to the IB.
- Students are expected to comply with all internal school deadlines. This is for their own benefit and may allow time for revising work that is of doubtful authorship.
- Once a student has 'signed off' the official IB DP cover sheet, indicating that a piece of work is authentically his/hers, there is very little, possibly no opportunity to re-submit different work, if the first submission is deemed to be plagiarized.
- Students should be aware that teachers have the right to refuse to sign your cover sheet if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB DP Coordinator. The IB will accept the teacher's decision in this case.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarized.

The responsibility of the teacher:

- Talk and discuss with students about plagiarism and how to properly work on a research paper or prepare an oral presentation.
- Set clear expectations for assignments and guide students on how to correctly cite sources.
- Be attentive to changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- Read the final version and check for the authenticity of any work submitted to IBO. (EE, TOK papers, Internal Assessment)
- Teachers are strongly encouraged to make use of Turnitin when checking on major IB assignments
- Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
- Be role models of academic honesty and integrity

The role of the DP coordinator:

- All DP1 students will be introduced to the Academic Integrity Policy, by the DP Coordinator or IB librarian in the first month of their studies.
- Students will be clearly informed how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice.
- Teachers must also actively use correct citing conventions when providing candidates with reference material
- The Librarian is always willing to provide support and assistance in terms of research, and the correct use of citations. The library website also provides considerable advice regarding their aspects of academic honesty.
- Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' before the Diploma exams, and this will be discussed fully in Advisor classes before the Mock and final DP exams.

The responsibility of parents/guardians (esp. For students under the age of 18).

Parents can play a very vital role in supporting and helping their children achieve their full potential and acting with honesty by:

- Reading and becoming familiar with the Academic Integrity Policy and all IBO documents related to the IB Diploma rules and regulations.
- Supporting teachers and administrations in talking to their children about the importance of academic integrity.
- Cooperating with the school in case their child is found to be guilty.

The IB and AI tools

Academic honesty and personal integrity are fundamental components of a student's education and character development. Notion International School expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty in any assessments, no matter the type or the stakes. Academic dishonesty and malpractice may take many forms, and these, and their consequences and procedures, are set out in the Academic Integrity Policy.

The IB and AI tools: [Academic Integrity Guide](#)

[Appendix 6: Guidance on the use of artificial intelligence tools](#)

"The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.

Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.

Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results."

“What does the IB expect when a teacher checks the authentication box to confirm that work is the student’s own?”

The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.

This is the best approach to ensuring that the work belongs to the student, and it also encourages best practices in writing coursework.

The student can explain their work sufficiently—to give confidence that it has been created by them.

The student is clear when they are quoting other people’s ideas and when they are claiming an idea or conclusion as their work—this is the expected way of referencing.

The teacher confirms the quality of the final piece of work is in line with what they would expect

[Academic Integrity Guide](#)

Academic Integrity Guide [Appendix 6: Guidance on the use of artificial intelligence tools](#)

“In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography. Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography. The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023). The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.”

https://resources.ibo.org/data/g_0_malpr_sup_2305_1_e.pdf

Consequences of Misconduct

- 1- **Penalties are imposed on a candidate found guilty of misconduct to:**
 - Ensure that the candidate does not gain an unfair advantage
 - Maintain the integrity of the examination session by excluding those candidates who have abused the system
 - Deter other candidates from taking the same action.
- 2- **The following circumstances are those that most commonly give rise to an investigation.**
 - The coordinator informs the IB that he/she suspects that work submitted to the IB for assessment (or as part of a sample for moderation) may not be the authentic work of the candidate.
 - A coordinator informs the IB that misconduct may have taken place during an examination.
 - An examiner suspects misconduct and provides evidence to justify his or her suspicion.
 - An IB member of staff randomly checking assessment material identifies possible plagiarism using a web-based application.
- 3- **If the final award committee decides that a case of misconduct has been established:**
 - No grade will be awarded in the subject concerned.
 - No diploma will be awarded to the candidate.
 - A Diploma Programme course results will be awarded for other subjects where no misconduct has occurred.
- 4- **If the final award committee decides that an academic infringement (some attempt by the candidate to acknowledge the source) has been established:**
 - No mark will be awarded for the component or part(s) of the component.
 - The candidate will still be eligible for a grade in the subject or diploma requirement concerned.

The Role of the Librarian in all the departments:

The IB Librarian is a very useful resource for all students and teachers. The librarian is an expert in the area of academic honesty and will help students become familiar with the research process. In addition to that, the librarian can provide ethical guidance alongside information on the most appropriate citation system to use in each DP assignment, particularly the Extended Essay, each MYP assignment, particularly the Personal Project and Community Project, and each PYP assignment, particularly the PYP Exhibition. The

Librarian also guides students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners. The librarian conducts sessions for students to give guidance on appropriate citation systems and to help students identify authentic sources of information during research work.

Responsibility for the implementation of the Academic Integrity policy:

- The pedagogical leadership team (PLT) and librarians follow and ensure that this policy is disseminated and applied by the entire school community.
- All teachers must apply this policy.

For the **Academic Integrity** established in Notion International School to remain in effective use:

- The policy is revised and reviewed yearly.
- An alignment with the updated policies.
- Communication of all school policies to the school community takes place periodically.

References and Alignment: Our Academic Integrity Policy is closely aligned with the IB Standards and Practices. We adhere to the IB documents related to Academic Integrity and the use of AI, and the Rules of IB World Schools as the foundation for our policy, ensuring that it meets standards and practices and IB requirements.

References

International Baccalaureate. " Academic Honesty.", DP Programme

International Baccalaureate. "Programme standards and practices."

International Baccalaureate. "Academic Integrity Policy", DP Programme

International Baccalaureate. "Rules for IB World Schools"

International Baccalaureate. "Middle Years Programme Assessment procedures"

International Baccalaureate. "Diploma Programme Assessment procedures"

Garza, Cilena (2014). Academic Honesty, From principles into practice. IB AEM Regional Conference 2014. Retrieved from:

<http://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principle-s-into-practice---celina-garza.pdf>

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