

## **Academic Integrity Policy SJPII**

*Updated September 2016, January 2017, March 2019, October 2023, January 2024.*

### **Philosophy:**

One of the major educational themes at Saint John Paul II CSS, and of IB, is that of teaching and reinforcing responsible citizenship. Thus, it is expected that students behave in a positive way in order to reinforce self respect, respect for others, and respect for property. Another major theme is the promotion of excellence in everything we do, from curricular to co-curricular activities.

### **Policy Intention:**

Intellectual honesty is a vital part of the IB Diploma Programme; it is the foundation for properly meeting the challenges of university study, which is what the Diploma Programme is designed to do. DP students are expected to respond to academic challenges with the highest degree of integrity and honesty, which means fulfilling assignments/exams *in the manner in which they are intended*. All work submitted by a student must be **authentic**: work that is based on the candidate's individual and original ideas, with ideas and work of others fully acknowledged including all AI platforms. Actions contrary to this standard are considered academic malpractice. Students are expected to maintain personal honesty and integrity at all times. It should not be about avoiding detection, it should be about *doing what is right*.

### **How our school promotes Academic Integrity:**

Academic Integrity is promoted throughout our school and in particular in the DP classrooms. All JP and IB DP students read the Academic Integrity policy in September, with their families, and are required to sign and submit to keep on file an *Academic Integrity Declaration*. The Academic Integrity policy goes hand in hand with our *School Assessment policy*, with clear expectations outlined in our *School Agenda Book* and on the school *IB Website*. In addition, all policies are posted on our school communication platforms that are accessible by all JP and DP students, their families and teachers. At the start of each semester, *Grade level assemblies* are held where the practice of academic integrity is emphasized, along with other school expectations. As part of our *Extended Essay process*, students receive an in-service from the Toronto Public Library and the University of Toronto Library Services, regarding how to use online sources properly and effectively in research. The EE process also clearly outlines expectations regarding the acknowledgement of all ideas taken from outside sources. In our *CAS tutorial*, that all students entering IB must take, integrity with record keeping and honesty in completing the experiences is discussed and emphasized. In *every IB classroom*, Academic Integrity is promoted through the Internal Assessment process. Finally, sessions on *time management* and promotion of *good study habits* are presented to our IB students each year in our Lunch and Learn program in the hopes of avoiding the conditions that make academic dishonesty more likely. All of these fully support the promotion of ATL skills with a particular emphasis on self-management and research skills.

## **Definition of Academic Dishonesty and Malpractice:**

*Note: this is adapted from Academic Integrity in the IB Educational context, 2014 updated November 2016, IB Publication and SJP II School Agenda Book, “Assessment and Evaluation Policy: Plagiarism and Cheating” and from the Academic Integrity Policies of Fairview High School, and the International School Moshi Secondary School. This Academic Integrity policy has also been informed by the policy document created by the International School of BRNO, September 2023. Retrieved [here](#). Our policy document has also been informed by the “THE USE OF AI at ISB (The International School of BRNO) - Implications for Academic Integrity” - a PDF shared via the former IB Coordinator. Our policy document has also been informed by the [IB’s most recent “Statement from the IB about ChatGPT and artificial intelligence in assessment and education”](#)”*

## **The Use of AI as an Educational Tool:**

- 1) “Use AI as a tool for research and idea generation: Encourage students to use AI as a tool to generate ideas and research topics, but emphasize that any written work must be their own original writing.
- 2) Acknowledge the use of AI: When AI is used in the research process, students should acknowledge the use of the tool in their work. This includes any AI-generated content, such as chatbot or language model-generated text, and any sources of data used in the AI models.
- 3) Avoid plagiarism: Students should be reminded that plagiarism is not acceptable, and that claiming someone else's writing, including AI-generated text, as their own work is a form of academic dishonesty.
- 4) Teach responsible use of AI: Provide students with guidance on the responsible use of AI, including ethical considerations such as bias, fairness, and transparency. Encourage critical thinking and evaluation of AI-generated content to ensure that it is relevant, reliable, and appropriate for their research.
- 5) Provide resources for referencing and citation: Ensure that students have access to resources for referencing and citation, including guidelines for citing AI-generated content and data sources.”

(“THE USE OF AI at ISB - Implications for Academic Integrity”, September 2023)

## The Parameters Surrounding AI Use at SJPII:

- 1) “The use of AI tools to directly produce, plagiarize, rewrite, or rephrase academic work, including copying and pasting text generated by AI, is prohibited.
- 2) AI tools can be used to generate ideas, help students refine research questions, and suggest areas for further study, but the final work must be the student's original writing and reflect the student's ideas and voice.
- 3) Students must disclose the use of AI tools in their academic work, including the name of the tool used and how it was used. This is compulsory. There should be a reflection section after the essay, but before the bibliography that details the use of AI in the essay, if any.”

(“ISB Academic Integrity policy”, September 2023)

## Forms of Academic Misconduct

Academic dishonesty can take several forms. These may include but are not limited to the following:

- **Plagiarism** – is the act of using another person’s ideas, writings, or inventions and passing them off as one’s own. Examples of plagiarism include but are not limited to:
  - Copying a portion, however small, word for word from **any** source (for example: a book, a magazine, a television script, another student’s work, the internet, “cutting and pasting” from a website)
  - Copying from another source, but changing a few words, phrases, sentences, or paragraphs so that they are “your own”
  - Paraphrasing another piece of work
  - Representing another person’s substantial editorial or compositional assistance on an assignment as one’s own work
  - Using another person’s collection of data or a translation and calling it “your own”
  - Having a ‘tutor’ edit and rewrite work that you submit as your own
  - Having a family member or friend edit and rewrite work that you submit as your own
  - Utilizing a prompt on an AI platform to write any level of assessment without citation
  - Citing research that has not been completed independently to claim as your own Bibliography/Works Cited
  - Creating sketch book pages and images with ideas from artists without properly acknowledging them

- Not including an acknowledgment of sources or influences (oral, aural or visual), in reflective statements or in composition for music

Note: *With easy access to information that the internet provides to all, the work that students submit is subject to close scrutiny at all times. Students should expect to be asked and prepared to answer questions about their work, particularly when a piece of work submitted is, in any way, inconsistent with the student's previous submissions. It is strongly recommended that students take notes and keep all rough work and drafts for their assessments in case of issues of malpractice arising. Students are encouraged to use the space provided on ManageBac to store and record all of their preparatory work and notes for their different DP subjects and the Core.*

- **Collusion** – helping another student to be academically dishonest
  - taking the work of another student, with or without his or her knowledge and submitting it as one's own
  - communicating with another student in an exam
  - allowing another student to copy your work for submission
  - Uploading work to a document sharing site (coursehero.com)
- **Duplication** – submitting work that is substantially the same for assessment in different courses (including EE)
- **Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate**
  - Communicating with another student in an exam
  - Bringing in unauthorized materials into the examination room
  - Consulting such material during an exam in order to gain an unfair advantage
  - Falsifying a CAS record

Real life examples of what it means to be academically dishonest during an assessment include:

- copying homework or allowing someone to copy your homework
- looking at another's test or quiz or letting another student look at your test or quiz
- reporting to another student what is on a test or quiz, including providing questions and specific answers
- using any secretive methods of giving answers on a test or a quiz
- bringing in cheat notes or electronic devices into a test or quiz situation
- taking information from another source that is not properly referenced
- working with others on an assignment that was meant to be done individually
- taking someone else's assignment or portion of an assignment and submitting it as your own
- using summaries or LitCharts or Spark Notes instead of reading assigned material
- copying answers from the back of the textbook
- having another individual, such as a tutor or family member, edit or revise drafts of your work where not permitted to do so

- emailing papers or files amongst students
- sharing of Google Docs amongst students
- using computer translators for work in a second language
- using AI technology to write assessments (outlining brainstorming requires references)

Note: *our school has a licence with **turn-it-in.com** and all IB work will be submitted electronically through this forum in order to promote academic honesty and to prevent academic malpractice by our students. Student work is also subject to Originality checks on the Google Classroom platform. IB utilizes Cactus 64 which also screens for AI.*

The goal of this policy is to inform students of the correct attitude that should be taken when presented with an academic challenge. There are no shortcuts in real life.

Please Note:

*This policy is reviewed every five years, during the School Self Study review year, unless there is an obvious need to do so earlier. If there is a new curriculum document produced by the IB, this policy will automatically undergo a review to ensure compliance with the new document.*

## **Roles and Responsibilities of Stakeholders**

### **Student Responsibilities**

- Read the Academic Integrity policy and submit the signed Academic Integrity Declaration at the beginning of the year
- Do the work as intended by your subject teacher
- Credit and reference all ideas, theories, words, statistics, data in a recognized and acceptable format as taught in your DP classes
- Keep all preparatory work and research, including notes, data collected and outlines (it is strongly recommended that you use your account on managebac for this)
- Ask for help if you find yourself having difficulty with meeting submission deadlines or the requirements of the assignments

### **Parent/Caregiver Responsibilities**

- Read the Academic Integrity policy and sign your child's Academic Integrity Declaration at the beginning of the year
- Read all notices regarding deadlines and assignment due dates posted on the Google Classroom
- Attend Parent/Caregiver Information Sessions held annually in September each year
- Monitor your child's progress and inform the DP Coordinator, Subject Teacher, CAS/EE Coordinator or IB Guidance Counsellor of any concerns or issues you see

### **Teacher Responsibilities**

- Provide clear instructions and timelines for completion of the assigned work (keeping in mind our School and DP Internal Calendar)
- Provide and review the assessment criteria for the assigned work
- Provide opportunities for feedback and questions, perhaps in the form of interviews or extra help before or after classes
- Inform DP Coordinator, CAS/EE Coordinator or IB Guidance Counsellor of any students who appear to need additional support
- Report all instances of suspected Academic Dishonesty to the DP Coordinator

### **School Responsibilities**

- Clearly communicate the school's position as it relates to Academic Integrity and Assessment through the School Agenda Book and Grade Level Assemblies
- Conduct the investigation of any suspected cases of Academic Dishonesty
- Maintain communication with all stakeholders, including Parents/Caregivers, Teachers, Coordinators etc, of any suspected cases of Academic Dishonesty
- Renew our annual licence with turn-it-in.com each year
- Renew our annual licence with Managebac each year

### **Procedures for Investigating Suspected Cases of Academic Dishonesty**

It is our experience that students are academically dishonest when they are under tremendous pressure and are feeling overwhelmed. It is critical that students maintain a consistent work ethic throughout their two years of the DP. When students are feeling stress, they need to contact the DP Coordinator or the CAS/EE Coordinator, or their DP subject teachers or their Guidance Counselor in order to avoid situations where academic dishonesty appears to be their only option. If the student cannot contact the people listed above, find any caring adult in our school for assistance.

If a student is suspected of academic dishonesty, the teacher will notify the IB DP Coordinator. A meeting will be held at which time both the student and teacher will present their case. Parents will be notified that this meeting will take place. Students are expected to bring all rough work (if appropriate) to this meeting. The DP Coordinator will access Managebac to check for the rough work or research.

**Documents in effect** will be the [Academic Honesty in the IB educational context 2014, updated November 2016](#) IB Publication; [SJP II CSS Student Agenda Book Assessment and Evaluation Policy](#), and the [Academic Integrity Policy in the IB: Published October 2019, Updated March 2023](#).

If it has been decided that the incident was not a case of academic dishonesty, no record will be kept. However, a thorough discussion with all those involved will take place. If further steps are required, such as assistance with time management, these will be put in place by the IB team of support (Guidance, Teachers, Coordinators).

## **Approach to Progressive Discipline**

If a student does not align with the Academic Integrity policy of SJPII, we enforce a progressive disciplinary approach:

### **Level One - First Offence**

If a teacher has sufficient evidence and reasonable grounds to believe that a student has committed an academic offence, the teacher should inform the IB DP Coordinator, the student and the student's parents/guardians immediately. The teacher will then provide the DP coordinator, the student and the student's parents/guardians with an opportunity to discuss the matter in-person. If, after this discussion, the teacher does not believe the student committed academic misconduct, then the case will be dropped, and it will not be escalated to administration. If, however, the teacher has reason to believe that the student committed academic misconduct, then the teacher will move forward with a mark of zero on that particular assessment.

### **Level Two - Second Offence**

If a teacher has sufficient evidence and reasonable grounds to believe that a student has committed a second academic offence, the teacher should inform the DP Coordinator, the student and the student's parents/guardians immediately, as well as the student's designated Vice Principal. The teacher will then provide the DP Coordinator, the student and the student's parents/guardians with an opportunity to discuss the matter with the student's Vice Principal in-person. If after the discussion, the case of academic misconduct has been confirmed, the student will receive a mark of zero on that particular assessment.

### **Level Three - Third Offence**

If a teacher has sufficient evidence and reasonable grounds to believe that a student has committed a third academic offence, the teacher should inform the DP Coordinator, the student and the student's parents/guardians immediately, as well as the Principal/Head of School. The teacher will then provide the student and parents/guardians with an opportunity to discuss the matter with the Principal/Head of School in-person. If after the discussion, the case of academic misconduct has been confirmed, the student will receive a mark of zero on that particular assessment and the DP Coordinator will expel the student from the IB Programme.

*Note: IB does distinguish between collusion and collaboration; and admits it is a fine line, in particular with internal assessments where collaboration is encouraged and expected. IB notes that "intent" of the student(s) will often determine the difference between the two. The guiding principle here must be for students to do their own work, regardless of the assessment or process used.*

1. If the work in question is to be externally moderated by IB, it will not be accepted.

- a. If time allows, the student will be given one opportunity to submit a new piece of work in its place. Internal deadlines will be set and strictly adhered to.
  - b. If there is no time to resubmit, the student's work will not be submitted, and therefore will receive a non-mark for that subject, thus nullifying their IB Diploma.
  - c. If, as is the case of some DP subjects, the student completed a "practise" IA in the anticipated year, and the work meets the minimum requirements for the assessment, this may be substituted in the place of the unacceptable work from the grade 12 year.
2. It will be reinforced that if a pattern of academic dishonesty develops, the student in question may be removed from the IB program.





**Saint John Paul II C.S.S.**  
**International Baccalaureate Diploma Programme**

**Academic Integrity Declaration**

I confirm that I have read, understood and agree to abide by the Academic Integrity Policy for Saint John Paul II C.S.S. International Baccalaureate Programme. By signing here I verify that all work submitted will be authentic and my own.

Student Name: \_\_\_\_\_  
(please print)

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_  
(please print)

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Received by IB DP Coordinator:** \_\_\_\_\_