Academic Integrity Policy

St. Thomas Aquinas Catholic Secondary School – Halton Catholic District School Board (applicable to IB programme)

Statement of purpose

The Halton Catholic District School Board (HCDSB) is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity, and respect for all. At St. Thomas Aquinas CSS, we are developing global citizens, not just for personal advancement, but for the good of the world. Therefore, we will not only pursue the development of knowledge and skills, but also of character traits needed to serve the world effectively.

The IB Learner Profile (2017) describes our vision of the character traits that will make our students successful lifelong learners and citizens and applies directly to our vision of academic integrity. Teachers and students alike strive to embody the attributes of the *IB Learner Profile.* Academic integrity is an essential aspect of teaching and learning in IB programmes where learning is based on inquiry and reflection. Academic integrity is part of being "principled," an IB learner profile attribute where learners strive to "act with integrity and honesty" as we question, inquire, and act.

It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Students must understand that all work they submit for evaluation must be their own and that cheating, and plagiarism, will not be condoned. Academic dishonesty, therefore, is a serious offence, and, as a result, it is imperative that students understand what academic dishonesty entails and are clear as to its consequences. It is the responsibility of school staff to communicate to students that academic honesty is required in all aspects of their schoolwork.

Student Responsibilities

To ensure academic honesty and avoid instances of plagiarism students are expected to:

- seek clarification from teachers about what constitutes plagiarism;
- seek remediation when their research skills are deficient;
- ensure that all their work is original;
- ensure that they cite sources accurately and consistently;
- have a full understanding of the school's and the IB's policies;
- respond to acts of student academic misconduct and report them to teachers and/or the programme coordinator;
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites;

- abstain from giving undue assistance to peers in the completion of their work.

Teacher responsibilities

Teachers will:

- define and explain plagiarism and academic dishonesty to ensure students are aware of what academic dishonesty entails using subject- and grade-specific examples;
- discuss the ethical dilemmas presented by plagiarism with students;
- instruct students on appropriate research and citation practices;
- monitor students' work and provide ongoing feedback throughout the assignment process;
- plan a manageable workload so students can allocate time effectively to produce work according to IB expectations;
- ensure all assignments are clearly defined, at the student's developmental level, and accompanied by success criteria;
- structure assignments, when possible, in a way that discourages plagiarism;
- ensure that student work completed within a group project is evaluated individually;
- ensure that assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

School responsibilities

The School will:

- explain the Board Policy on Academic Dishonesty and Plagiarism to all students;
- communicate Board and school practices to all stakeholders and all appropriate Board staff;
- place the Academic Integrity Policy on the school website and review it at IB parent info evenings;
- teach and reinforce appropriate referencing protocols for students;
- access and consistently use "Turnitin" software to assist with detecting plagiarism.

Parent responsibilities

Parents may:

- encourage students to plan each assignment;
- provide support with the scheduling of their work, as they may have many assignments to complete;
- encourage students to ask their teachers for advice if they are having difficulty with their work;
- familiarize themselves with the school policy on academic integrity;
- understand what constitutes academic misconduct;
- know the consequences of their child(ren) being in breach of regulations;
- model responsible and ethical behaviour in their support of their child(ren) throughout
- participation in the Diploma Programme;
- promote and value learning over grades.

Expected student behaviours

Habits of good practice:

- make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed to with your teacher;
- cite your sources so that readers can find them; if you cannot state the origin of the source, it is probably better not to use it;
- make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes, and any other material);
- give credit for copied, adapted and paraphrased material;
- when using text, make clear where the borrowed material starts and finishes;
- all sources cited in the text must also be listed in the bibliography (or reference list/list of works cited);
- homework completion.

Categories of "academic misconduct" in the IB:

- plagiarism is defined as the representation, intentionally or unintentionally, 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 behaviour, 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.

Unacceptable practice

Academic Dishonesty is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited to, the following:

- copying from another student or making information available to another student for the purpose of copying during a test/examination/quiz or for individual/group assignments;
- failing to follow instructions of the presiding teacher during an examination;
- submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
- using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

One form of academic dishonesty is plagiarism. Plagiarism is usually defined as presenting someone's words and ideas as one's own. It can take many forms, including the following:

- submitting an essay/assignment written by someone else, e.g. buying an essay online, downloading an essay from a free website, having someone else complete your assignment or copying or using work done by another student (including homework);
- piecing together material from one or several sources and adding only linking sentences;
- quoting or paraphrasing material without citing the source of the material, including books, magazines, or print from all electronic sources (videos, podcasts, etc.);
- not providing quotation marks for direct quotations, even if sources have been cited.

The IB's Statement about ChatGPT and Artificial Intelligence (AI)

The IB will not ban the use of AI software, as it is an ineffective way to deal with innovation. The IB will work with schools to help support their students on how to use these tools ethically in line with our principles of academic integrity outlined in this policy.

The IB believes that AI technology will become part of our everyday lives; therefore, we need to adapt and transform our educational programmes and assessment practices so that students can use these new tools ethically and effectively.

The IB's expectations, that includes the use of innovative tools:

- as with any quote or material from another source, when AI-generated text, image or graph is included in a piece of work, the software must be credited in the body of the text and appropriately referenced in the bibliography;
- as with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme;
- all IB coursework requires regular check-in meetings between students and teachers, where there is an opportunity for teachers to ask the student about their ideas and to expand on their arguments to ensure that the student work is a true reflection of what they understand;
- with the IB's aim at fostering a holistic education and better-preparing students for the workplace, the focus falls on rewarding students for ideas, explanations, and creativity;
- with AI, educators will spend less time teaching the mechanics of essay writing or communications and more time cultivating mindsets on how to understand, describe and analyse problems;
- a focus now will be the evaluation of the AI-produced essays and the ability to refine the questions being asked to explore asking the right question for the answer needed;
- students need to understand that AI will inherit the bias and blind spots of its programmers or source material in the case of self-learning systems.

How teachers should guide their students when using AI tools

Students should be informed of the following rules:
- If they use the text (or any other product) produced by an AI tool – be that copying or paraphrasing that text or modifying an image – they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the

AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools, such as images.

Response to Academic Dishonesty and Plagiarism

When plagiarism or academic dishonesty is suspected, teachers will gather evidence of the plagiarism or academic dishonesty.

When a student has not met the Board's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that consider the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances and human dignity of the student.

Schools will:
• record incidents of academic dishonesty.

Teachers will:
• discuss the matter with the student(s) involved;
• define and explain the evidence of academic dishonesty and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
• inform Administration of repeated minor incidents of academic dishonesty by a student;
• inform parents/guardians of repeated minor incidents of academic dishonesty by a student;
• in the event of a serious incident that may have an impact on a student's success, inform Administration;
• in the event of a serious incident that may have an impact on a student's success, inform the student's parents/guardian.

Teachers may:
• require the student to do supplementary or alternative work;
• require the student to submit entirely new work and rewrite it under supervision;
• in consultation with Administration, assign a grade penalty up to the full value of the assignment.

Administration may:
• meet with the student, parent/guardian, and teacher;
• assign consequences for the behaviour;
• limit a student's eligibility for school awards;
• suspend the student based on repeated misconduct.

Policy Review

This policy will be reviewed every year by a committee consisting of the Diploma Coordinator, teaching staff members, and an administrator.

Documents consulted during the preparation of this policy:

- Halton Catholic District School Board Policy VI-55*: Assessment & Evaluation: Academic Dishonesty and Plagiarism* (2021);
- *Appendix 6: Guidance on the use of artificial intelligence tools. (2023),* published by the International Baccalaureate Organization;
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. (2010);
- *IB Learner Profile*(2017), published by the International Baccalaureate Organization;
- *Academic Integrity Policy (2023)*, published by the International Baccalaureate Organization;
- *Statement from the IB about ChatGPT and artificial intelligence in assessment and education* (2023), published by the international Baccalaureate Organization.
- "*Commentary: Why the International Baccalaureate is not banning but embracing AI tools like ChatGPT*" (2023) by Matthew Glanville (Head of Assessment Principles and Practice at the IB)