



ACADEMIC INTEGRITY POLICY

SEMIAHMOO SECONDARY SCHOOL
IB DIPLOMA PROGRAMME

Reviewed October 2023



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

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.

THINKERS

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

COMMUNICATORS

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 we 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-TAKERS

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 experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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STATEMENT OF PURPOSE

Semiahmoo Secondary sets high standards for its students and expects that all students maintain a high standard of integrity and honesty in their academic performance and overall behavior at school and beyond. The goal of Semiahmoo teaching staff and administration is to work closely with students, parents, guardians, and the community while we guide our students toward attaining their academic potential and acquiring skills to become productive and responsible members of society.

In the International Baccalaureate programme Academic Integrity is also a principle informed by the attributes of the IB Learner Profile: “All IB learners strive to be ‘principled’, acting with ‘integrity and honesty, with a strong sense of fairness, justice and respect for the individual, groups and communities.”

The Academic Integrity policy of the IB programme at Semiahmoo clearly outlines the expectations for proper academic conduct, the faculty and administration’s role in promoting academic integrity and the consequences of academic misconduct.

WHAT IS ACADEMIC INTEGRITY?

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work” (Academic Integrity 3).

As an IB World School, Semiahmoo acknowledges, supports, and actively endorses the IB Academic Integrity Policy, which includes promoting personal integrity and responsible practices in teaching, learning and assessment. Ultimately, the goal of this document is to ensure that all students (as per the IB Academic Integrity guide) understand:

- Their responsibility for producing authentic and genuine individual and group work.
- How to correctly attribute sources, acknowledging the work and ideas of others.
- The responsible use of information technology and social media.
- How to observe and adhere to ethical and honest practice during examinations.

GUIDANCE ON EXPECTED BEHAVIOURS

The purpose of this section is to provide students with clear guidelines on what is and is not acceptable practice in the context of the school and IB program. It will go over some key terminology and provide suggestions on how to meet the standards herein.

AUTHENTICITY OF WORK

For work to be considered authentic students must acknowledge when their ideas draw from any of the following:

- The work and ideas of others.
- Direct quotes and paraphrase.
- Email messages, web sites, blogs, YouTube, Podcasts, news feeds, online databases.
- Sources of photographs, maps, illustrations, experimental protocols, computer programs, graphs, data.
- Works of literature and art such as film, dance, music, theatre arts, visual arts.

Students must provide proper referencing to all sources used during their research and writing.

INTELLECTUAL PROPERTY

IB students must be aware that forms of intellectual and creative expression (for example, works of literature, art, and music) must be respected and are normally protected by national and international law. Teachers need to explain to students that there are various forms of intellectual property rights such as patents, registered designs, trademarks, moral rights and copyright and encourage students to respect them.

STUDENT ACADEMIC MISCONDUCT AND SCHOOL MALADMINISTRATION

When a student infringes upon the principles of academic integrity this is called student academic misconduct.

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB

examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. (Academic Integrity 3)

The school and teaching staff responsible for upholding academic integrity can also infringe upon it. This is named school maladministration.

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination. (Academic Integrity 3)

INSTANCES OF STUDENT ACADEMIC MISCONDUCT

It is vital to acknowledge and properly reference the owners of information that is used in student work.

- **Intentional Plagiarism:** representing the ideas or work of another person as your own.
- **Unintentional Plagiarism:** careless paraphrasing and citing which might lead to wrong ownership.
- **Collusion:** supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements (for example, submitting the same paper for historical investigation and Extended Essay in history).
- **Any other behavior** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking an unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record; **not submitting major assignments (for example, IAs) on time, thus gaining advantage. A medical note must be provided to be granted an extension).**

INSTANCES OF SCHOOL MALADMINISTRATION

- The unauthorized rescheduling of an examination.
- Failing to keep the examination papers secure prior to the examination.
- Opening examination paper packets prior to the examination.

- Providing a candidate with undue assistance in the production of any work (whether written or oral) that contributes to the assessment requirements of the Diploma Programme.
- Leaving candidates unsupervised during an examination.
- Allowing additional time in examinations without authorization from the IB.
- Releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours of the end of the examination.

EXAMPLES OF STUDENT ACADEMIC MISCONDUCT DURING CLASSROOM TESTING PROCEDURES

- Copying another person's test answers.
- Exchanging information during the test.
- Copying answers from illicit notes or recorded on electronic devices.
- Obtaining a copy of a test paper ahead of time.
- Cooperation on class assignments when prohibited by the teacher.

To avoid malpractice, teachers might ask students to leave all books, bags, electronic devices and other materials at the front of the room or in other areas not accessible to students during tests. Sharing of any tools necessary for testing, such as computers, erasers, calculators, rulers, etc., is not allowed. Other steps may be necessary to ensure the integrity of test-taking and assessment environments.

EXAMPLES OF STUDENT ACADEMIC MISCONDUCT IN EXAMINATION SESSIONS

A session on examinations procedures and expectations of proper conduct is held with all candidates, Diploma and Course, in April prior to their examinations, and students and parents are provided with a comprehensive Examination Procedures Booklet.

- Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination.
- Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate.

- Exchanging, supporting, or attempting to support the passing on of information that is related to the examination.
- Copying the work of another candidate.
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
- Impersonating another candidate.
- Stealing examination papers.
- Using an unauthorized calculator during an examination.
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination.
- Fabricating data for an assignment.

MAINTAINING ACADEMIC INTEGRITY: HOW TO AVOID STUDENT ACADEMIC MISCONDUCT

To avoid plagiarism, provide:

- sources for all verbatim quotations of two or more consecutive words which must be enclosed within quotation marks.
- sources from which you paraphrased and/or used ideas and facts.
- sources for non-printed materials such as maps, photographs, illustrations, data, graphs and so on. The addresses of websites (URL) and the date when they were accessed must be provided. E-mail messages, DVDs and any other electronic media must be treated in the same way as the Internet, books, and journals.

To avoid collusion, students need to be aware of collusion versus collaboration.

- Collaboration with other students is permitted and encouraged; for example, in the requirements for internal assessment in some subjects; however, the final work must be produced independently, even though it may be based on similar data.
- During their collaboration, students should take their own notes and should not share them with their partner or other members of the group.

- The introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words.
- Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates.

Citing and Acknowledgement of Sources

- Semiahmoo uses the MLA referencing system.
- Individual subject teachers might provide their own specific requirements and guidelines.
- Students are provided with the booklet on referencing materials and resources (on Managebac).

Examination, Internal Assessment Procedures, CAS and EE Process

- Students are provided with rules, regulations and requirements for all components of the assessed work, which are reviewed during EE, CAS and Orientation Days in both Grade 11 (junior level) and Grade 12 (senior level) with IB Programme, EE and CAS coordinators.
- All documents concerning the examinations (Conduct of Examinations, Academic Honesty, Calculators Guidance, the table of permitted and not permitted stationary items, the map of the exam hall location, etc.) are uploaded on Managebac, and an email sent to all students reminding them to read the documents.

ROLES AND RESPONSIBILITIES

Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an “ethical culture” of any educational institution... It is an obligation which must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle. (Academic Integrity 3)

This “ethical culture” is produced through a collaboration by all stakeholders in the educational system. This includes students themselves, teachers, parents, and the institution. Each of these groups has an important role to play in creating a culture of academic integrity at the school. The responsibilities of these groups are listed below.

STUDENT RESPONSIBILITIES

As defined in the IB's Academic Integrity document, for students, understanding and behaving with academic integrity includes knowing:

- Their responsibility for producing authentic and genuine individual and group work.
- How to correctly attribute sources, acknowledging the work and ideas of others.
- The responsible use of information technology and social media.
- How to observe and adhere to ethical and honest practice during examinations.

This includes students' responsibility to:

- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines so that time for feedback to and revision of their work is sufficient.
- Acquaint themselves with the IB and School Academic Integrity Policy and comply with their guidelines in all their assignments and in the examination sessions.
- Seek clarifications from their teachers and/or librarian in regard to academic honesty; for example, citing and referencing sources.
- Bear the consequences regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion.

TEACHER RESPONSIBILITIES

The onus for maintaining academic integrity at the school does not only rest on the shoulders of the students. It is essential that "Educators supporting IB students in their learning [play a] central role in developing [student] approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices" (Academic Integrity 3).

Therefore, as part of Semiahmoo Secondary's commitment to academic integrity, teachers will create "opportunities for students to practice and to learn how to use other people's work in support of their own... [and] teach awareness of misconduct and procedures" (Academic Honesty in the IB 6).

In pursuit of this teachers will:

- Act as role models for the candidates and make sure all shared materials (handouts/presentations/etc.) are correctly referenced.
- Be fully aware of the IB and school policy on Academic Integrity.

- Make clear what the expectations are regarding academic policy in the context of their own subject areas in their course outlines and during their instruction time.
- Support and encourage students to comply with the guidelines of these policies in the preparation of their work for assessment.
- Teach students how to properly cite, paraphrase, and reference material by providing specific examples of printed and non-printed sources.
- Help students with early detection of unintentional plagiarism.
- Give students specific guidelines that encourage students to develop their own ideas through different class practices.
- Clearly explain the distinction between collusion and collaboration.
- Provide students with constructive feedback on their drafts.
- Confirm, to the best of his/her knowledge, that all candidates' work accepted or submitted for assessment is the authentic work of each candidate.

SCHOOL RESPONSIBILITIES

The school is also an important stakeholder in maintaining academic integrity; “including responsibility for maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, [and] assisting student learning” (Academic Honesty in the IB 6).

To support academic integrity at Semiahmoo the school will:

- Ensure the Coordinator and Administration are knowledgeable regarding the IB Academic Integrity Policy, General Rules and Regulations, and regulations and instructions, concerning the conduct of examinations.
- Know what constitutes academic integrity and misconduct.
- Establish a school culture that actively encourages academic integrity
- Support the IB in the prevention, detection, and investigation of academic misconduct.
- Inform parents about the standards the school expects.
- Hold an annual Spring meeting with all IB candidates, Diploma and Course, led by the Coordinator and including Teachers-invigilators, that goes over the expectations of students' conduct upon arrival at the location of the exam, during the exam session and its ending. This meeting will also cover the IB Conduct of Examinations: Notice to Candidates, along with the text of the examination Answer Booklet, Cover Sheet, etc. This is followed by a question-and-answer session facilitated by the coordinator.
- During the exam session in case of any extenuating circumstances when the coordinator is away from the exam hall, the Head of School will start and end exams following all the procedures outlined in 'Conduct of Examinations'.

PARENT RESPONSIBILITIES

The parents of our students also have an important role to play in encouraging the academic integrity of their students. This includes:

- Being aware of the IB and School Academic Integrity Policies.
- Understanding, supporting, encouraging, and promoting good academic practice at home.

PROCEDURES—REPORTING, RECORDING AND MONITORING

By School

Students are responsible for ensuring that they submit for assessment authentic work with proper and full acknowledgement of the work or ideas of others. During the assessment/review process if a teacher suspects academic misconduct, the following process will occur:

- The teacher keeps any suspicion of malpractice confidential and notifies the IB Coordinator.
- The teacher and the coordinator will determine if malpractice has taken place based on information provided and investigate.
- The Coordinator will inform parents of the process.
- If evidence of malpractice is confirmed, the students and parents will be notified of the penalties as outlined in the next section.
- If malpractice is detected in a draft submitted by a student (EE, TOK essay, IAs), the teacher will inform the coordinator, the student and parents will be notified, and the issue will be dealt with at school by the coordinator. The student will have a chance to resubmit their draft or choose another topic depending on the severity of malpractice.
- If malpractice is detected in a final copy of the EE, TOK essay, or IA, the paper will not be sent to the IB for assessment and the student will not be awarded the diploma. In the case of malpractice in the IA, the student will also be barred from writing exams in the IA subject. The student may still achieve certificates for IB courses unaffected by malpractice.

By the IB

IB randomly checks candidates' work for plagiarism using web-based plagiarism prevention services such as turnitin.com.

If malpractice is detected by the IBCA the IB initiates an investigation into malpractice immediately after the evidence of malpractice is brought to their attention by the IB Academic Integrity department.

Students may appeal the outcome of an academic misconduct investigation if they have been found in breach of the regulations herein described. As per the “Diploma Programme: Assessment appeals procedure”, all appeals must go through the head of school or the IB Diploma Programme Coordinator. An appeal may only be granted if “new evidence has been brought to the attention of the IB” and will “only [be] granted in relation to the decision on academic misconduct; no appeals against the level of penalty applied are permitted” (4).

For a detailed list of procedures for IBCA investigations and appeals please refer to IB documents, “Academic Integrity”, “General Rules and Regulations” and “Diploma Programme: Assessment appeals procedure”.

CONSEQUENCES OF ACADEMIC MISCONDUCT

Academic misconduct identified in student’s homework, classwork, presentations, projects, an/or testing procedures will be considered a disciplinary matter and dealt with according to the Semiahmoo Secondary School’s academic honesty policy:

- 1st offense: Parent conference with teacher and coordinator to discuss the importance of academic integrity and the ways to maintain it. The student will receive a zero for the assignment; a record of the conversation will go in the student’s file.
- 2nd offense: a recommendation for removal from the course or dismissal from the IB Diploma Programme is made to the administration of the school. Removal from a course will result in the student not receiving the IB Diploma nor the Certificate in the subject where academic misconduct is identified.

APPENDIX: ACADEMIC INTEGRITY AND AI

The use of AI tools (such as Chat GPT) by students in the Semiahmoo IB Programme are subject to the Academic Integrity Policy which clearly outlines expectations for fair use of others work which includes content generated with the assistance of AI tools. Students must keep the following guidelines in mind when considering using AI tools in their work.

IB VALUES AND AI USAGE

The IB program prioritizes academic integrity, responsible tech use, and ethical behavior. When using AI tools, students must follow these guidelines:

Appropriate Use: with permission, AI may be used assist in tasks such as research, data analysis, and brainstorming. All final work must be the student's creation.

Inappropriate Use: Using AI to gain unfair advantages, like automated essay creation or misrepresentation of AI generated work as a student's own, is strictly forbidden.

Consequences: Violations of the Academic Integrity Policy may lead to academic penalties, disciplinary action, or dismissal from the Programme.

AI AND STUDENT RESPONSIBILITY

It is up to students to prove ownership of all work they submit. Evidence of authentic ownership includes:

- The student is able to demonstrate that they have developed their work over a period of time—IB coursework is not designed to be completed in a single evening. Evidence of development includes class notes, brainstorming related to the final product, discussions with teachers shaping ideas, and intermediary drafts showcasing earlier stages of development.
- The student can explain their work sufficiently to give confidence that the ideas and arguments within are their own.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The quality of the final piece of work is in line with what the student has produced in the past in both at home and in class work.

If a student is unable to produce sufficient evidence that a piece of work is authentically their own their teacher cannot grade the assignment nor submit it to the IB for assessment (Academic Integrity Policy 6.2).

This policy is reviewed yearly by the Semiahmoo IB coordinator and department staff.

This policy as well as the IB Academic Integrity Policy are available on Managebac and our IB School Website at IBsemiahmoo.ca.

WORKS CITED

"Academic Integrity." International Baccalaureate Organization. 2023. www.ibo.org. 8 March 2023.

"Academic Honesty in the IB Educational Context". International Baccalaureate Organization. 2016. www.ibo.org. 8 Jan. 2021.

"General Regulations: Diploma Programme." International Baccalaureate Organization. 2011. 10-11. www.ibo.org. 10 Nov. 2013.

ACADEMIC INTEGRITY DECLARATION

We acknowledge that we have read the Semiahmoo Secondary School Academic Integrity policy (available at IBSemiahmoo.ca) and the relevant IB documents on Academic Integrity and have clarified any questions we have about their contents. We understand what constitutes student academic misconduct and the consequences of misconduct, the most serious of which is not being awarded the IB Diploma.

Hereby, I declare that all work that I will submit for any assessment will be my own authentic work, and the work of others will be properly acknowledged.

I have completed SFU Library Plagiarism Tutorial @

https://canvas.sfu.ca/courses/15986/pages/1-dot-1-welcome?module_item_id=176255

Student Name (please print):

Parent/Guardian Name (please print):

Student Signature:

Parent/Guardian Signature:

Date:
