

# STOCKTON COLLEGIATE INTERNATIONAL SCHOOLS

## ACADEMIC INTEGRITY POLICY

### **Purpose**

The International Baccalaureate recognizes that in order to achieve its “educational goal to award reliable, fair, and recognized outcomes to our students through valid assessments,” a common understanding and practice of academic integrity must be shared (*Academic Integrity Policy, IBO, October 2019*). Stockton Collegiate’s academic integrity policy affirms the IB’s approach to academic integrity while providing staff, students, and parents the support that is necessary to develop and create a learning community where academic integrity is taught, expected, and practiced.

### **What is Academic Integrity?**

Academic integrity is, “the 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 behavior in the production of legitimate, authentic, and honest scholarly work” (*Academic Integrity Policy, IBO, October 2019*).

### **Why is Academic Integrity Important?**

Academic integrity is essential to positive school culture, combining not only positive, healthy attitudes towards ownership of authentic academic work, but also participating and reinforcing good academic practices (*Academic Integrity Policy, IBO, October 2019*). An important part of academic integrity is developing the skills, knowledge and attitudes to be academically ethical. This includes learning the principles of paraphrasing and quotation, citing the work of others according to accepted conventions, and knowing what constitutes intellectual property and what limits are placed on the use of those properties. Understanding and implementing such skills and knowledge allows students, as a matter of practice, to present only work that is authentically their own, but also to make choices that serve to uphold and support a fair, honest and ethical academic environment at school. The ultimate goal within a learning community where students, staff, and families work together to the develop and maintain academic integrity is the guarantee that students who take advantage of opportunities to acknowledge their own strengths and areas of improvement thus develop fair and honest academic behaviors, and are able to reinforce and model these behaviors with their peers.

In order for stakeholders to develop a culture of academic integrity within a school, they must understand why this is so important. Stockton Collegiate strongly supports and responds to issues of academic misconduct and school maladministration in order to:

- maintain fairness in order to ensure all students are provided with equal opportunities.
- maintain trust and credibility in order to continue a reliable partnership between the school and the IB.
- develop respect for others in order to assure that all students learn how to work with the thoughts, ideas, and works of others in an acceptable manner (*Academic Integrity Policy, IBO, October 2019*).

## **The Role of the IB Learner Profile**

Any staff member, student or parent/guardian who is practicing the attributes of the IB Learner Profile will, by definition, be practicing academic integrity. Stockton Collegiate encourages learners to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

## **Preventing Issues of Academic Integrity: Roles & Responsibilities**

It is the responsibility of all stakeholders in the learning community to develop a culture of academic integrity. Each stakeholder has specific actions they can take in order to continually develop an expected fair and honest academic environment.

### *The PYP, MYP or DP teacher*

- contributes to the school's academic integrity policy development.
- develops and models a culture of academic integrity by teaching concepts that prevent issues of academic misconduct.
- generates a supportive environment that allows students to learn from their mistakes while still developing the skills and understanding necessary to grasp the importance of academic integrity.
- reports and resolves issues of academic misconduct or school maladministration with the appropriate coordinator, student, and family in a timely manner.
- ensures that students understand what constitutes academic misconduct and its possible consequences (*Academic Integrity Policy, IBO, October 2019*).

### *The IB program coordinator*

- develops and maintains the school's academic integrity policy, as informed by stakeholders, and in conjunction with the school's leadership team.
- educates and empowers teachers to deliver an education that helps students to understand and apply appropriate practices that contribute to a culture of academic integrity.
- in collaboration with teachers, designs and develops classroom activities and education strategies to support all students in developing academic integrity.
- supports students, families, and teachers in addressing and resolving issues of academic misconduct or school maladministration.
- ensures that all school and IB policies are applied fairly and consistently.
- ensures compliance with secure storage of confidential IB material policy and the conduct of IB examinations (*Academic Integrity Policy, IBO, October 2019*).

### *The PYP, MYP, or DP student*

- understands and accepts the principle of academic integrity and face the challenges associated with it in collaboration with their teachers, coordinator, and family.
- commits to submitting authentic work independently or collaboratively including homework assignments, formative assessments, summative assessments and work that is to be submitted to IB.

- learns the processes for acknowledging someone else's work or ideas and appropriately acknowledge all uses of someone else's work or ideas.
- asks for help if they are unsure about what constitutes academic misconduct or school maladministration in any of their academic work or within their academic environment.
- adheres to subject guidelines, rules, and regulations.
- responds and reports acts of academic misconduct or school maladministration to their teachers and coordinators.
- refrains from receiving non-permitted assistance (i.e. relatives, tutors, essay writing services, pre-written essays, file sharing websites) or undue assistance (i.e. peers, friends, relatives, etc.) in the completion or editing of work.
- models responsible use of the internet and social media platforms (*Academic Integrity Policy, IBO, October 2019*).

### *The Family*

- collaborates and supports teachers and coordinators in the promotion of academic integrity.
- understands what is considered academic misconduct or school maladministration.
- encourages their student to follow school and IB rules and regulations when completing academic work.
- supports their student's understanding of school policies, procedures, and subject guidelines.
- supports their student's self-management skills in order to use their time efficiently to avoid issues of academic misconduct.
- refrains from giving undue assistance or obtaining non-permitted assistance in the completion of their student's work (*Academic Integrity Policy, IBO, October 2019*).

### **Defining Academic Misconduct or School Maladministration**

Issues of academic integrity are categorized as academic misconduct or school maladministration.

***School maladministration*** is an action by an IB World School or any individual formally 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.

In the PYP, MYP and DP, examples of *school maladministration* include, but are not limited to:

- involuntary and/or well-intentioned excessive assistance from a teacher on coursework that does not align with the information provided in subject guides or other IB Program guides.
- allowing the submission of work produced by third parties such as teachers, tutors, relatives, and peers.
- awarding a mark of zero for non-authentic or plagiarized work.
- authenticating work when there are doubts regarding its authenticity.
- misrepresenting student information in order to give an unfair advantage.

- failure to support the investigation into academic misconduct or school or teacher maladministration and the implementations of IB action plans to resolve the issue.
- failure to report incidents of academic misconduct, school or teacher maladministration (*Academic Integrity Policy, IBO, October 2019*).

Specifically in the **Diploma Program**, maladministration can be committed by administrators, coordinators or invigilators in the following ways before, during or after examinations:

- granting additional time without IB authorization.
- unauthorized rescheduling of an examination.
- permitting an Insufficient number of invigilators.
- poorly training invigilators.
- failing to monitor student bathroom visits.
- allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.
- allowing candidates to use or refer to prohibited materials.
- allowing candidates to share materials or communicate during the examination.
- failing to ensure materials necessary for exams have been checked.
- not complying with authorized inclusive assessment arrangements.
- failing to maintain examination security and other exam conditions.
- failing to report an examination security breach or alleged breach.
- failing to secure exam materials appropriately or accessing materials prior to scheduled examinations (*Academic Integrity Policy, IBO, October 2019*).

**Academic misconduct** is the deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during, or after the completion of the assessment or writing time of the examination (*Academic Integrity Policy, IBO, October 2019*).

In the PYP, MYP and DP, examples of *academic misconduct* include, but are not limited to:

- **plagiarism**, the representation, intentionally or unintentionally, of the ideas, words, or work of another person or external source without proper, clear and explicit acknowledgement (*General regulations: Diploma Program*). This includes:
  - *Peer plagiarism*, the copying work from another student OR lending/facilitating their work to another student.
  - *Self-plagiarism*, or *duplication of work*, where a student presents the same work for two different assignments or in two different subjects.
- **collusion**, supporting the academic misconduct of another student or in collaboration with a group of students, with the aim to gain an unfair academic advantage.
- submitting work commissioned, edited by, or obtained from a third party (i.e. friends, family, tutors, essay writing services, pre-written essay banks, file-sharing sites, etc.)
- inclusion of inappropriate, offensive, or obscene material.
- falsified data.

- failing to report an incident of academic misconduct (*Academic Integrity Policy, IBO, October 2019*).

Specifically in the **Diploma Program**, academic misconduct can be committed by students in the following ways before, during or after examinations:

- Possessing unauthorized material in the examination room.
- Exhibiting misconduct or disruptive behavior during and examination.
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination (this includes attempts to take these actions).
- Removal of secure materials such as examination materials from examination room.
- Impersonating an IB candidate (the impersonator and the person who allows impersonation).
- Failing to report an incident of academic misconduct.
- Gaining and using access to IB examination papers before examination's scheduled time.
- Sharing IB examination paper content before or during the scheduled exam time or within the 24 hours after the examination.
- Colluding with others to commit an act of academic misconduct.
- Not cooperating with an academic misconduct investigation.
- Providing misleading or demonstratively false information during an academic misconduct investigation.
- Attempting to influence a witness in an academic misconduct investigation.
- Showing threatening behavior to the person carrying out an academic misconduct investigation or witness.
- Forgery or falsification of IB grades or certifications (*Academic Integrity Policy, IBO, October 2019*).

## **The Use of Artificial Intelligence (AI) Tools**

On February 27, 2023, the IB **released their position** on the use of Artificial Intelligence (AI) and its impact on IB assessment and education prior to the May 2023 Diploma Program exam session. As an IB Continuum school, Stockton Collegiate's Academic Integrity Policy reflects the beliefs and direction of the International Baccalaureate to include the use of AI tools in ethical and effective ways that develop our students to grow as IB Learners in an ever-changing global community.

### **Purpose**

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students do not learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modeled around them. The key message is that students need to be taught about academic integrity, and discussions about ethical use of AI are a great classroom exercise (*Appendix 6: Guidance on the use of artificial intelligence tools, Academic Integrity Policy, IBO.org, 2023*).

In alignment with *Appendix 6: Guidance on the use of artificial intelligence tools*, Academic Integrity Policy (IBO.org, 2023), Stockton Collegiate does not ban the use of AI software. It is not realistic to prevent the use of AI tools as they have and will become common place in school and in the workplace. It is the IB's position, and thus Stockton Collegiate's, that students should be taught how to inquire in alignment with the IB Learner Profile. Learning, with or without AI tools, requires students to be taught how to engage with the inquiry process with academic integrity.

### **What is Artificial Intelligence(AI)?**

Artificial Intelligence is “Any intelligence demonstrated by machines, in contrast to natural intelligence displayed by humans and other animals. These machines use mathematical models that identify and encode patterns in data sets, which can then perform predictions on new situations which they haven't encountered yet” ([turnitin.com](https://www.turnitin.com)).

### **Using Artificial Intelligence for Teaching, Learning, and Assessment**

The IB believes that AI should be used to enhance teaching and learning. It is appropriate for teachers and students to use AI to enhance education and provide further support when applicable and under the right circumstances. AI tools can be used to encourage students to develop Approaches to Learning (ATL) skills, like thinking creatively and critically (*Artificial intelligence in learning, teaching and assessment*, IBO.org, October 19, 2023).

Teachers are welcome to use AI tools within reason to effectively and efficiently create lessons and deliver instruction. It is up to the teacher to determine the appropriate use and ensure that their professional use of AI tools are used ethically. It is expected that teachers model and demonstrate principled use of AI tools, complying with appropriate referencing when applicable and maintaining academic integrity when these tools are used for professional work or in class for instruction. At this time, teachers may use AI tools to assess student work within reason and ethically. However, teachers will not utilize AI tools to generate feedback for student work. When the school's position changes, the academic integrity policy will be updated to reflect these changes.

Teachers are expected to conduct class discussions and teach students about academic integrity, which includes the use of AI tools, AI-generated work, and the inherent bias, possible plagiarism, and limitations that comes from using these tools. While students may not always have direct access on their school issued technology to AI tools, it still remains the teachers responsibility to teach students the appropriate ways to credit and reference AI tools or AI-generated work, just as they would teach students to cite other references and resources prior to the availability of AI tools.

While AI tools, like ChatGPT or Google Bard, will not be available to students on their school issued technology, the school acknowledges that students may encounter AI tools through other school-based platforms, applications, and/or websites. As an emerging technology, the pervasiveness of AI tools is ever-evolving, so students may have exposure to these tools in some capacity through school-based technology. This means students must continue to

engage with technology in accordance with the school's Acceptable Use Policy and maintain high levels of academic integrity as they explore how to use AI ethically. The use of AI tools in the classroom requires students to be well-rounded IB learners who engage in principled behaviors, reflect on their choices, and think creatively and critically.

The use of AI tools for teaching and learning increases the importance of formative assessment and the learning process. Students need to be aware that the IB does not regard any work produced—even only in part—by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them which is a form of academic misconduct. When students use AI tools to create text (or any other product) - whether they are copying or paraphrasing or modifying an image or graph - they must clearly reference the AI tool in the body of the work and add it to the bibliography. In-text citations for material or products generated using AI tools must be cited and formatted in accordance with the most recent edition of the MLA Style Guide (*Artificial intelligence in learning, teaching and assessment*, IBO.org, October 19, 2023). Furthermore, the over-reliance or over-representation of work or products generated by AI tools can also constitute an issue of academic misconduct, which would require teachers to report the incident to IB Coordinators for further investigation and resolution.

### **Using software to improve language and grammar**

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted. The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language.

For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable. The IB will always consider the use of software to support access and inclusion requirements for students. The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed (*Appendix 6: Guidance on the use of artificial intelligence tools*, Academic Integrity Policy, IBO.org, 2023).

Click [here](#) to read more about the IB's position on artificial intelligence.

### **Authentication in the Middle Years Program & Diploma Program**

When a teacher authenticates work that will be submitted to the IB it is expected that:

- The teacher has an awareness and understanding of the student's developmental process of this work over time.
- The student can explain their work sufficiently and with confidence, so it can be assumed this is their authentic work.
- The student clearly understands when and where to cite and reference sources that represent work and ideas that are not their own.
- The teacher, using observed work habits, skills and previous work as evidence, can reasonably confirm that the final work is in-line with what they would expect this student to be able to produce (*Appendix 6: Guidance on the use of artificial intelligence tools*, Academic Integrity Policy, IBO.org, 2023).

Teachers and students may also use these same strategies to authenticate work or products when issues of academic misconduct arise from the use of AI tools or AI-generated work as a part of the learning process. Teachers may also utilize, but not rely on, the use of web-based detection programs like [turnitin.com](https://turnitin.com) and zeroGPT, to discern if work or products were generated by an AI tool.

### **The IB's Utilization of AI**

The IB will continue to rely on human examiners to mark the IB assessments. However, in addition to existing checks, the IB is exploring utilizing AI as a quality control tool to detect inadvertent inaccuracies that could potentially be made by examiners during the marking process. In such cases, the IB would then seek an additional (human) investigation to ensure accuracy (*Artificial intelligence in learning, teaching and assessment*, IBO.org, October 19, 2023).

Click [here](#) to read the IB's answers to common questions and concerns about AI tools.

### **Stockton Collegiate Protocol for Reporting Issues of Academic Integrity**

When teachers (who may use web-based detection programs, such as Turnitin.com) suspect that a student has committed academic misconduct, they must report the incident to the appropriate IB program coordinator in a timely manner.

The coordinator will investigate and will make a determination as to whether there is sufficient evidence to take action. Teachers will mark the assignment as N/A with no comments on the school's learning management system.

*If there is sufficient evidence to take action, the teacher will do the following:*

1. The teacher will contact the student and parent/guardian (including the coordinator) to set up a meeting by a specific deadline. Students must be present at this meeting, while the parent/guardian may choose to attend.
2. If the student does not schedule a meeting by the emailed deadline, then the teacher and coordinator will hold the meeting during the school day, during the teacher's prep period.
3. At meeting, the following will be covered:

- a. The coordinator reviews the school's academic integrity policy.
  - b. The teacher presents evidence of academic misconduct to student. The student then has a chance to explain/discuss what happened.
  - c. The teacher recommends steps to revise the assignment.
  - d. The teacher and student work together to set a reasonable timeline for resubmission and any necessary re-teaching.
4. Teacher records a summary of the meeting on ManageBac under the student's "Behavior Notes."
  5. If the assignment is not submitted by the agreed deadline, then it will become a zero and can no longer be submitted.

Where applicable, work that is in violation of the academic integrity policy will not be submitted to the IB. Revised assignments will be marked and/or submitted without prejudice, assuming that all external deadlines are met.

### **The International Baccalaureate Protocol for Reporting Issues of Academic Integrity**

In regards to internally and/or externally moderated academic work in the MYP and the DP, the IB expects that all incidents of academic misconduct will first be handled at the school site. Stockton Collegiate's response is outlined above. In addition to Stockton Collegiate's policy, candidates' work is also subject to random checks for plagiarism using a web-based plagiarism prevention service.

In cases where the IB suspects *academic misconduct*, the MYP or DP Coordinator will follow the investigation flowchart and other protocols and procedures outlined in *Academic Integrity* (IBO, October 2019). All stakeholders will also be made aware of the corresponding penalty matrices, also outlined in Appendices in *Academic Integrity* (IBO, October 2019).

In cases where the IB suspects *school maladministration*, the MYP or DP Coordinator will follow the investigation flowchart and other protocols and procedures outlined in *Academic Integrity* (IBO, October 2019). All stakeholders will also be made aware of the corresponding penalty matrices, also outlined in Appendices in *Academic Integrity* (IBO, October 2019).