

# ACADEMIC INTEGRITY SCHOOL'S POLICY



IB WORLD SCHOOL 002094



Updated 2020, 2023, 2024

We are one of the oldest schools in Poland, therefore we cherish the values and attitudes established by tradition in a unique way. However, we realise the importance of educating and nurturing our students to lead them to a conscious and active life in the present times, contributing there to through our pupils, therefore we do our best to analyse the challenges and expectations that young people have to face in the “modern times”. As a result, being faithful to the tradition, on its foundation we promote and shape the model of attitudes, equip the students with knowledge, skills and values allowing them to knowingly and wisely mould their own lives and find their place in the world.

It is an important aim of our actions to develop in our students the feeling of belonging to and identifying with the region of Luelszczyzna, country, as well as creating a stance of observing and analysing what happens beyond its borders, readiness for life in a world of various cultures, religions and ideologies. We desire to prepare the students to live in a modern world, where they will respect themselves and other people, be open to the ever-changing world and be able to function properly within it.

In order to achieve the above targets, the team of teachers supports its students and their parents in all forms of educational actions which stimulate the students’ correct development, both emotional and intellectual.

The School Academic Integrity Policy was created to promote academic honesty among students, to emphasize on their work authenticity and to inform them about the consequences of malpractice.

## IB LEARNER PROFILE

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

**As IB learners we strive to be:**

**INQUIRERS** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**KNOWLEDGEABLE** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**THINKERS** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**COMMUNICATORS** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**PRINCIPLED** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**OPEN-MINDED** They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**CARING** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**RISK- TAKERS** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**BALANCED** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**REFLECTIVE** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **IB MISSION STATEMENT**

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 programmes 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 STATEMENT**

At our school, we prepare students for an active life in the modern world by developing independence, entrepreneurship and a sense of responsibility for their own future in order to help them plan and pursue their own educational and professional path.

We implement the school's mission by:

- 1) developing students' intellectual predispositions, talents and interests,
- 2) taking care of the comprehensive intellectual development and personality of students,
- 3) developing creative and abstract thinking,
- 4) developing the ability to understand phenomena taking place in the modern world and their modern interpretation while maintaining national tradition,
- 5) enabling students to work within international scientific programs,
- 6) developing foreign language skills at various levels,
- 7) using modern methods of communication,
- 8) ensuring safety and a friendly working atmosphere,

9) creating conditions for acquiring broad interdisciplinary knowledge and detailed understanding and skills enabling the student to continue education in the chosen field.

## **GENERAL AIMS OF THE EDUCATIONAL PROCESS**

- 1) providing each student with the conditions necessary for his or her development;
- 2) taking care of the comprehensive development of each individual student;
- 3) preparing students for active participation in the community;
- 4) shaping civic attitudes, respecting the traditions and culture of one's own nation, as well as respect for other cultures and traditions;
- 5) developing students' patriotic and social attitudes;
- 6) strengthening the sense of national, ethnic and regional identity;
- 7) promoting the development of personality traits necessary for active and ethical participation in social life;
- 8) developing language competence and communicative skills as cognitive tools, in all disciplines of knowledge;
- 9) preparing the student for life in the information society;
- 10) developing thinking skills enabling students to experience and understand culture;
- 11) skill improvement;
- 12) conducting media education preparing students for proper reception and critical use of media;

- 13) developing the student's personal interests and integrating subject knowledge from various disciplines;
- 14) developing social, moral and ethical sensitivity;
- 15) developing students' desire for knowledge, developing passion for exploring the world and encouraging them for practical application of acquired knowledge;
- 16) preparing students to be actively involved at school and local community projects, including engaging in volunteering;
- 17) conducting health education in order to develop students' care for their own and other people's health, and developing skills that encourage development of pro-health attitudes.

## **THE GRADUATE'S PROFILE**

- 1) She/he is a conscious and responsible person who can plan her/his own future.
- 2) She/he can make the right life choices, guided by universal ethical values.
- 3) She/he has well developed skills that allow them to effectively act in the 21<sup>st</sup> century world both locally and globally.
- 4) She/he acquires knowledge and skills enabling self-fulfilment and further education.
- 5) She/he skilfully uses information technology that facilitates the use of various sources of knowledge.
- 6) She/he is open to others and can cooperate in solving problems.

- 7) She/he is able to present her/his own point of view and is respectful towards other people's views.
- 8) She/he is willing to contribute to the development of the country of origin and is actively involved in democratic participation that aims at local and global stability and improvement.
- 9) She/he has a sense of national identity, knows the history of his country and cultivates native traditions.

## **SCHOOL ACADEMIC INTEGRITY PHILOSOPHY**

At I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie we believe that academic integrity is an essential part of learning and teaching. We consider that the academic integrity is connected with intellectual property, authenticity and proper conduct of examination process.

In our opinion it should be considered as a set of values and skills that promote personal integrity.

All the members of the school community (students, teachers, administration and parents) are expected to respect the Academic Integrity School's Policy.

## **THE DEFINITION OF ACADEMIC INTEGRITY**

According to the International Baccalaureate Organization academic integrity is "is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work" (IB Academic Integrity Policy). It should be understood as a set of values and skills and help



the students act in compliance with themselves and to make responsible decisions.

**All students are expected to understand the concepts related to academic integrity, especially authenticity and intellectual property and respect the rights that are attributed to them.**

## **THE DEFINITION OF ACADEMIC MISCONDUCT**

The International Baccalaureate defines 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 (IB Academic Integrity Policy). Apart from final examinations, all IB external and internal assessment components, misconduct can be also detected in written and oral assignments, tests, projects, lab works, EE and TOK essays, CAS activities and CAS reflection or documentation.

**Misconduct includes but is not confined to the following:**

**Plagiarism:** it is an act of fraud, stealing and passing off the ideas or words of another as one's own, using another's production without crediting the source, committing literary theft, presenting as new and original an idea or product derived from an existing source, turning in someone else's work as your own, copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation.

**Collusion:** secret agreement or cooperation especially for an illegal or deceitful purpose, allowing another student to copy one's work or passing information related to the assessed work.

**Duplication:** the act or process of copying something, the state of containing copies of something or being a copy of something, submitting work that is the same for assessment in different subjects without the consent of all involved.

**Copying:** submitting a version of another student's work that is identical or almost identical to the original.

**Falsifying data:** to prove or declare false data which have not been collected.

**Exam cheating:** breaking a rule or law to gain an advantage, bringing unauthorised material into an examination room, communicating with another candidate in an examination.

**Paraphrasing without acknowledgement:** a statement that says something that another person has said or written in a different way, a restatement of a text, passage, or work giving the meaning in another form without acknowledgement or referencing.

*(All the above definitions were adopted from the Merriam-Webster Online Dictionary <http://www.merriam-webster.com>)*

Misconduct also refers to submitting work edited by or obtained from a third party (including submitting AI-generated work, work written or edited by family members, private tutors and essay banks). It is also any behaviour which may influence the conduct of examination session, for example 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.

## **ROLES AND RESPONSIBILITIES**

### The IB Programme Coordinator's and School Administration's role

- Acknowledge the regulations and instructions provided by the IB that regulate the conduct of each examination session as well as those related to Internal Assessment and External Assessment tasks;
- Communicate the Academic Integrity School's Policy to all students, parents and teachers and discuss with them the importance of academic integrity;
- Inform teachers and students what constitutes misconduct and how it can be prevented;
- Inform students, parents and teachers about the consequences of misconduct;
- Ensure that all students, parents and teachers read and understand the content of IB academic integrity document as well as the Academic Integrity School's Policy and understand what constitutes academic integrity and misconduct;
- Support the IB fully in the prevention, detection and investigation of misconduct;
- Handle all cases of misconduct with confidentiality.

### The teacher's role

- Support his/her students in their work;
- Provide instruction and support in research;
- Be available with advice and guidance to students;
- Provide clear guidelines on the procedures of conducting and assessing individual and group work;

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- Provide instruction and guidelines on academic writing and reference styles;
- Ensure that all students are aware of effective citing and referencing;
- Report to IB Programme Coordinator any case of malpractice with confidentiality;
- Confirm that, to the best of his/her knowledge, all students' work is the authentic one.

### The students' role

- Read and understand the IB and Academic Integrity School's Policy;
- Read, understand and use effectively the IB document "Effective Citing and Referencing" which is available on the school's website;
- Comply with all school regulations;
- Ensure that all work submitted for assessment is authentic;
- Abstain from receiving non-permitted assistance in the completion or editing of work (for example, from friends, relatives, other students, private tutors or essay writing services);
- Abstain from giving undue assistance to peers in the completion of their work;
- Abstain from discussing IB examinations and questions for a 24-hour period after the examination ends;
- Sign the school statement "Declaration of compliance with the IB Regulations and IB and Academic Integrity School's Policy".

### The parents' role

- Enhance the importance of academic integrity;

- Support their children in developing a responsible attitude towards learning;
- Understand what constitutes student academic misconduct and its consequences as well as procedures implemented by the school to verify the authenticity of the student's work;
- Abstain from giving, advising or arranging undue and/or unauthorised assistance in the completion of their children's work;
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.

## **APPLICABLE PROCEDURE FOR STUDENTS WHO ARE FOUND TO BE IN VIOLATION OF SCHOOL ACADEMIC INTEGRITY POLICY**

### First violation

- the teacher is obliged to report the case to IB Programme Coordinator;
- no grade is awarded for the submitted work;
- the work must be written and submitted within the next 2 weeks;
- a grade could be awarded based on the IB Programme Coordinator's and teacher's decision.

### Second violation

- the teacher is obliged to report the case to IB Programme Coordinator.
- the IB Programme Coordinator informs the IB that the work submitted is not authentic.

The IB students and their parents/ legal guardians are informed that software (Plagiat.pl) is used by teachers to investigate misconduct.

All IB teachers are responsible for monitor how students follow academic integrity guidelines by supervising the process of preparing work, examining the first and the second draft of the student's work.

Any suspicion of misconduct will be kept confidential.

When misconduct is identified externally by IB examiners, examiners will inform the IB and an investigation will occur. An IB Diploma may be revoked at any time if misconduct is discovered.

A detailed description of IB investigation procedures can be found in *Academic Integrity Policy* published by the IB October 2019, updated March 2023.

## **AUTHENTICATING CANDIDATE'S WORK**

The rules detailed below follow the procedures stated in the Diploma Programme Assessment Procedures (September 2019)

DP teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide.

Therefore, teachers or supervisors of Extended Essays have to judge whether a candidate's work is authentic. If a coordinator or teacher upload work on behalf of a student, then this authentication must be collected from each student by the school. The IB has the right to ask for proof of this candidate authentication. All coursework received by the IB will be checked via new text matching software for possible collusion and plagiarism. Any potential breaches of regulations will be investigated by the IB and the student may not receive a grade for the subject.

What is authentication?

- Authentication is an assurance from the teacher that, to the best of their knowledge and belief, the work being submitted has been undertaken by the candidate;
- For assessments electronically uploaded by the candidate, the authentication process is completed on screen by both the candidate and teacher;
- For assessment electronically uploaded by the school (on behalf of the candidate), the authentication process is completed on screen by the teacher. This option requires the school to have previously secured the candidate's authentication.

### **ARTIFICIAL INTELLIGENCE (AI)**

- Students must use AI tools in a way that respects the principles of academic integrity;
- Students must also acknowledge the sources of any AI-generated content that they use in their assignments;
- Students must also evaluate the quality and accuracy of any AI-generated content and compare it with other sources of information;
- Students must seek guidance from their teachers or parents when in doubt.

This policy will be reviewed every school year by IB DP teachers.

**Declaration of compliance with the “Academic Integrity School’s Policy”  
and the IB document “Effective Citing and Referencing”**

- 1. I have read and understood the Academic Integrity School’s Policy and the IB document “Effective Citing and Referencing”.*
- 2. I agree to all the conditions and consequences in the documents mentioned above.*

*Student’s name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Parent(s)/Legal guardian name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_