

Academic Integrity Policy of the Nazareth High School

1. Rationale:

The aim of the Nazareth High School in Warsaw is to educate and provide a sound integral development of an individual (the School's mission). The School strives to accomplish that aim by promoting cooperation between students and teachers based on the following values: truthfulness, honesty, respect, trust, abiding by one's commitments and the acknowledgement of intellectual property. The School promotes honesty and instils ethical norms and academic integrity in students.

2. IB DP Learner's Profile

A system of values, good habits and high academic integrity standards emphasize the need to constantly guide students and shape their attitude in the right direction. A Nazareth High School student acts according to the rules described in the IB Learner Profile: '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' (IB Learner Profile).

3. Definitions:

3.1. Academic honesty

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The requirement of academic honesty concerns every piece of student's work, described as their own and authentic.

3.2. Intellectual property

Intellectual property is a result of an intellectual effort taken in order to achieve certain goals in different subjects. It regards written works, practical ones as well as taking part in a discussion.

3.3. Authentic authorship

Authentic authorship is a result of every individual, creative activity regardless of its value, worth, intended goal etc. It can be expressed with words, a mathematical symbol, a graphic sign or in any other way of human communication.

4. Academic misconduct

According to the International Baccalaureate academic misconduct is behaviour that results in, or may result in, a student gaining an unfair advantage in one or more assessment components.

4.1 Academic misconduct includes:

4.1.1. Plagiarism: this is defined as the presentation of the ideas or work of another person as the student's own.

4.1.2. Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

- 4.1.3. Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- 4.1.4. Fabrication of data: this is defined as making up research findings and presenting them as real and true.
- 4.1.5. Falsification: this is defined as changing and/or not including some of the data, which leads to the outcome being unrealistically presented.
- 4.1.6. Unfair behaviour during written examinations, such as:
 - 4.1.6.1. Using unauthorized materials during the examination (e.g. mobile phone, notes),
 - 4.1.6.2. Leaving and/or using unauthorized materials in the toilet assigned for student use during the examination,
 - 4.1.6.3. Misbehaviour during the examination (e.g. trying to disrupt the examination, distracting other students, refusing to cooperate with the invigilator),
 - 4.1.6.4. Exchanging/passing to the other students information about examination papers content,
 - 4.1.6.5. Purporting to be another student
 - 4.1.6.6. Stealing the examination papers
 - 4.1.6.7. Using an unauthorized calculator or using a calculator during examinations when it is forbidden to use them
 - 4.1.6.8. Revealing or discussing examination papers content with people from outside the school up to 24 hours after the examination

5. Difference between justified collaboration and illicit collusion

IB students are permitted to collaborate when working on certain assessments, including some of the examinations. Nevertheless, the final work must be produced and assessed independently. Therefore if the same work is presented by two or more students it will be constituted as malpractice. To avoid “collusion” students should prepare their work individually, using their own words in every description.

6. To promote academic integrity and good practice in academic work, the School provides:

- 6.1. Academic writing course as part of English A LAL/English B in IB 1, consisting of:
 - 6.1.1. Planning and organizing a written work (selected aspects of grammar, register, paragraph organization, thesis statement, planning, paraphrasing, evaluating sources, referencing)
 - 6.1.2. Preparing sources (critical reading of the sources, taking notes, searching the Internet)
 - 6.1.3. Appropriate usage of the sources (avoiding plagiarism, familiarizing oneself with the referencing styles used in school, learning how to quote, paraphrase, summarise; making footnotes and bibliography)
- 6.2. Treatment of the following documents: “General regulations”, “Academic Integrity” and “Academic Integrity Policy of the Nazareth High School”, ensuring that each of the following expressions are explained to the students:
 - 6.2.1. Academic integrity,
 - 6.2.2. Academic misconduct,

- 6.2.3. Student's authentic work,
- 6.2.4. Copyright,
- 6.2.5. Individual responsibility,
- 6.2.6. Ethical use of Artificial Intelligence tools.
- 6.3. Treatment of the referencing styles used in school,
- 6.4. Treatment of the "Conduct of examination" document and implementing it,
- 6.5. Supporting students in regular and consistent application of the following rules into daily practice:
 - 6.5.1. Honest, exact and clear confirmation of every used source, in both in footnotes and bibliography,
 - 6.5.2. Appropriate usage of quotes and paraphrase,
 - 6.5.3. Taking responsibility for every work presented as one's own.
- 7. Student's responsibility is expressed in the following ways:
 - 7.1. Confirming that work has been done individually by signing an 'Academic Integrity Statement' – a compulsory document signed by every student at the beginning of year 1 (Appendix A),
 - 7.2. Referencing properly all sources used, including Artificial Intelligence tools,
 - 7.3. Preparing a full and proper bibliography,
 - 7.4. Checking bibliography and any other formal requirements before submitting one's work for assessment,
 - 7.5. Doing assignments according to the school's calendar of deadlines,
 - 7.6. Being able to prove that the work has been done individually e.g. by storing consecutive versions of student's work.
- 8. Teacher's responsibility is expressed in the following ways:
 - 8.1. Promoting good intellectual work practice,
 - 8.2. Acting in accordance with school regulations,
 - 8.3. Introducing students to the specific methodology of academic work in the field of the subject taught by the teacher and supporting them through every help and advice that is necessary,
 - 8.4. Monitor the process of writing any assignments (both current and internally assessed) by:
 - 8.4.1. Setting mid-deadlines for longer assignments,
 - 8.4.2. Paying attention to any changes in the style of written works (corresponding to student's level of knowledge and skills; number of mistakes) over time,
 - 8.4.3. Verifying authentic authorship of student's work by asking questions concerning the content of the work,
 - 8.4.4. Collecting evidence of students' individual work (e.g. copying mid-stages of internally assessed components/extended essays),
 - 8.4.5. Supervising the collection of data (if applicable and possible),
 - 8.4.6. Making sure that every quotation is properly referenced in bibliography,
 - 8.4.7. Checking final versions of Internal Assessments, Extended Essays, HL Essays in Languages A and TOK Exhibitions and Essays in the plagiarism detection

system, including the probability of the work being written by an artificial intelligence tool.

- 8.4.7.1. If there is any reason to question the authenticity of an official assessment component at the pre-final stage, the teacher should also check it in the plagiarism detection system.

8.5. Additionally, every EE supervisor should:

- 8.5.1. Support the student during their research and writing,
- 8.5.2. Provide necessary guidance and advice about skills needed to do the research properly,
- 8.5.3. Confirm the authentic authorship of the work done,
- 8.5.4. Monitor the write-up of three reflections and the completion of RPP form,
- 8.5.5. Provide a comment on the RPP form upon the completion of EE by the student.

9. If the coordinator or a teacher has any reason to believe that the work or a part of it is not the particular student's own work, including an improper use of artificial intelligence, it cannot be accepted and submitted for assessment. In such a situation:

- 9.1. A teacher is supposed to inform the student about their doubts concerning student's work.
- 9.2. If the student confirms teacher's doubts and the work has not been submitted to e-coursework, the work may be reviewed and then submitted again in a time given by teacher.
- 9.3. If the student doesn't confirm teacher's doubts, she has to present a written justification of her stance and evidence of the authentic authorship of her work (e.g. notes).
- 9.4. A teacher may check if the work has been done individually through making a short test or oral examination and make their decision afterwards.
- 9.5. A teacher presents his stance, student's justification and evidence to the coordinator.
- 9.6. If the student is found guilty of academic misconduct,
 - 9.6.1. provided there is enough time before the final submission deadline, she must write a new work, following the deadlines set by the teacher, or
 - 9.6.2. provided there is insufficient time before the final submission deadline, the work cannot be submitted for assessment, and the letter F is given in IBIS.
- 9.7. If the plagiarism was proven after the assignment has been submitted for assessment, the coordinator is required to report this to the IB.
- 9.8. If the evidence of malpractice comes from the AI detection software and the total AI probability score of a work is above 50%, unless the AI tool is properly cited and referenced:
 - 9.8.1. the student must provide evidence for authentic authorship, for example, by having a conversation with the subject teacher and proving her understanding of the work,
 - 9.8.2. based on the feedback from the subject teacher, the student decides if she improves her work before submitting the final version,
 - 9.8.3. the student's parents must confirm that, to the best of their knowledge, the given component is an authentic work of the student and they take the responsibility if malpractice is identified by the IB (Appendix B).

10. An official malpractice investigation takes place if:
 - 10.1. The coordinator informs the IB about their suspicions that an assignment submitted to the IB for assessment isn't student's own authentic work.
 - 10.2. The coordinator informs the IB about a misconduct that took place during examinations.
 - 10.3. An IB examiner suspects malpractice and reports this to the IB, providing evidence.
11. Investigating plagiarism reported by an external examiner:
 - 11.1. The IB informs the coordinator about the start of an investigation process
 - 11.2. The coordinator informs the head teacher
 - 11.3. The coordinator informs the student and her parents/legal guardians about the situation
 - 11.4. The coordinator conducts the investigation and prepares the following documents for the IB:
 - 11.4.1. Student's statement
 - 11.4.2. Teacher's
 - 11.4.3. supervisor's statement
 - 11.4.4. Coordinator's statement
 - 11.4.5. Documentation of the explanatory interview with the student.
 - 11.5. The IB can ask for draft versions of the work concerned.
 - 11.6. The final decision is made by the IB.
12. Investigation in the case of malpractice which takes place during examinations:
 - 12.1.1. The coordinator/invigilator has the right to expel from the examination room any candidate whose behaviour is deliberately interfering with the proper conduct of the examinations.
 - 12.1.2. A candidate should not be expelled from the examination room solely on the basis of observed or suspected misconduct. In such a case, the candidate should be discreetly cautioned but allowed to complete the examination and the matter should be raised with the candidate concerned at the end of the examination.
 - 12.2. If the coordinator is not in the examination room, the invigilator should inform the coordinator immediately.
 - 12.3. The coordinator starts to explain the situation directly after the examination, conducts an explanatory interview with the student and collects both student's and examiner's written explanations
 - 12.4. The coordinator informs the head teacher and student's parents/legal guardians.
 - 12.5. The coordinator sends a full, written explanation of the situation to the IB along with the following documentation:
 - 12.5.1. Students' seating scheme during the examination
 - 12.5.2. The invigilator's statement
 - 12.5.3. The student's statement
 - 12.5.4. If applicable, unauthorized materials that the student had in her possession during the examination.

- 12.6. The student can sit all other exams during the session.
- 12.7. The IB makes the final decision and determines the consequences.

13. Sanctions of malpractice

- 13.1. In the context of examination papers:
 - 13.1.1. If the IB decides that an accidental academic infringement has taken place, the student receives zero marks for the component, but the grade in the subject can still be awarded.
 - 13.1.2. If the student is guilty of an academic infringement in her whole work or a part of it, she receives no grade for the subject concerned, so the Diploma cannot be awarded.
 - 13.1.3. In the case of an extreme academic infringement, a student can be forbidden to retake the subject, thus being permanently disqualified.
 - 13.1.4. The IB can nullify a Diploma at any time, if an academic infringement is proved after the results are published.
- 13.2. In the context of current school assignments, depending on the severity of the violation:
 - 13.2.1. The grade 1 or no credit
 - 13.2.2. A warning for the form teacher or the head teacher
 - 13.2.3. A lower mark for the conduct
 - 13.2.4. A suspension.

14. Acknowledging sources

- 14.1. The student is the only person responsible for full and appropriate quoting and bibliographical description of the sources she used.
- 14.2. The School uses three referencing styles:
 - 14.2.1. The Polish Language system called *Konwencja Literaturoznawcza*.
 - 14.2.2. American Psychological Association Referencing Style (APA) – a system used in subjects such as Biology, Chemistry, Physics, Mathematics, Geography, Business and Management, Theory of Knowledge and all Extended Essays except in History,
 - 14.2.3. Chicago Referencing Style – the system used in History
- 14.3. Each of the above-mentioned referencing styles allows the appropriate usage of:
 - 14.3.1. In-text citations, including footnotes – an in-text reference to another author's work, either through paraphrasing a thought or a full quotation, providing the name, date of publication and page number (only for quotations) in parenthesis;
 - 14.3.2. Reference – a developed bibliographical address of a work that one took some thoughts from
 - 14.3.3. A bibliography – a list of all of the sources used, arranged in alphabetical order, at the end of every work.

15. Resources that support the policy

- 15.1. The School's Charter
- 15.2. Written curriculum for IB students (updated each year)

- 15.3. Language policy at the Nazareth High School in Warsaw
- 15.4. Academic Integrity Statement (Appendix A)
- 15.5. International Baccalaureate. 2023. *Diploma Programme Assessment Procedures*, Cardiff: Peterson House. (updated each year)
- 15.6. International Baccalaureate. 2023. *Conduct of examinations booklet*, Cardiff: Peterson House. (updated each year) International Baccalaureate. 2019. *Academic integrity*, Cardiff: Peterson House.
- 15.7. Plagiat.pl – plagiarism prevention software

16. Copyrights of students' works submitted to the IB for assessment

The School cooperates with the IB in this matter:

Candidates retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6, candidates and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the candidate where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to related activities of which it approves. Such licences become effective from the date of submission to the IB. (General Regulations, art. 6)

Bibliography:

General

1. International Baccalaureate. 2019 (updated 2023). *Academic integrity*, Cardiff: Peterson House.
2. International Baccalaureate. 2023 (updated each year). *Diploma Programme Assessment procedures*. Cardiff: Peterson House.
3. International Baccalaureate. 2022. *Effective citing and referencing*. Cardiff: Peterson House.

Specific

1. <https://owl.english.purdue.edu/>. Accessed on: 21st Oct 2023.

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APPENDIX A

Academic Integrity Statement

I,, signed below, hereby declare that I am fully aware of the rules governing the Internal part of IB Assessment as well as the Extended Essay and TOK Essay. Therefore, I commit to obey the rules described in the Academic Integrity Policy and, if asked to, provide evidence of my independent work. I am also aware of the fact that any malpractice (plagiarism, collusion, duplication, fabrication or falsification of data, improper use of artificial intelligence) is a breach of regulations and may result in me not obtaining the diploma. Unless I am able to provide sufficient evidence of my work, the teacher may reject the work and ask me to conduct a study or even award 0 points for IA/EE, which results in failing the diploma.

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date and student's signature

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date and parents' signature

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date and IB coordinator's signature

APPENDIX B

Declaration

We, parents of, declare that we have been informed by the school about the results of the anti-plagiarism system report, indicating the probability of using artificial intelligence tools for any written component assessed by the IB (IA/EE/TOK), in subjects for which this indicator exceeded 50%. Furthermore, we are aware that the school has taken steps to clarify and gave my daughter the opportunity to present evidence of independent work and a chance to decide if she wishes to improve the given component. As parents, we confirm that to the best of our knowledge, all submitted works are of independent authorship by our daughter and we take responsibility for them.

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date and student's signature

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date and parents' signature

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date and IB coordinator's signature