



# SCHOOL ACADEMIC INTEGRITY POLICY

MARCH 2021

II LICEUM OGÓLNOKSZTAŁCĄCE IN BIAŁYSTOK  
IB WORLS SCHOOL 006159

SZKOŁA PODSTAWOWA NR 53 Z ODDZIAŁAMI  
DWUJĘZYCZNYMI W BIAŁYMSTOKU

# LEARNER PROFILE

The aim of the 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.



# IB MISSION STATEMENT

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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 programmes 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

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The major educational objective within the scope of the school's actions is the pursuit of versatile students' development achieved through a harmonious realization of teachers' tasks concerning the curriculum, skills training and pedagogical activity.

Striving for universal growth of the students, the school undertakes many educational and pedagogical programs which:

1. strengthen open-mindedness and tolerance but at the same time underline student's own identity based on the cultural heritage of their motherland;
2. develop general knowledge and practical skills as well as the capability of understanding and defining the changing reality;
3. foster the bold search for the new and unknown but also the loyalty to the ethical principles.



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# PREAMBLE

II Liceum Ogólnokształcące in Białystok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi w Białymstoku are an institution which embraces the notion of honesty and integrity with respect to academic practices. It is essential that all members of the school community should understand and cherish the ideals of academic integrity. Our school, including all the teachers, students and administrative staff, agrees to bear the responsibility for maintaining the ethical standards characteristic for the academic environment. We would like to declare that the violation of the rules of academic integrity is unacceptable and that the school will make every effort to promote and propagate the proper academic conduct.

## THE AIM OF ACADEMIC INTEGRITY CULTURE

The major aim of this document is to define and promote the notion of academic integrity and intellectual property in the context of The IB Diploma and Middle Years Programmes as well as uphold the good practices and school academic integrity culture. It also addresses the issue of responsibilities on behalf of the IBO, the school, the teachers, the students and the examiners as far as the problem of preventing and detecting academic misconduct is concerned. Moreover, it states the procedures of investigating the suspected academic misconduct, the role of the final award committee, as well as the penalties applied to the students found guilty of breaking the rules of academic honesty policy.



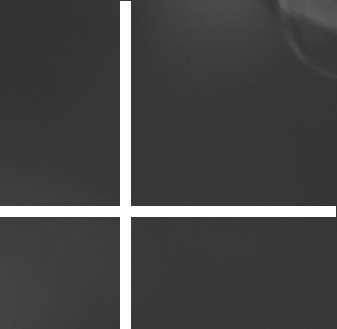


## THE DEFINITION OF ACADEMIC INTEGRITY

Academic integrity is the notion of proper attitudes and practices acceptable in a learning and teaching environment. It is a form of moral code which provides students and teachers with ethical guidance concerning the conduct of research and academic publishing. The school culture of academic integrity helps the students as well as the teachers maintain the proper standards of academic practices and creates supportive and friendly environment.

## THE DEFINITION OF ACADEMIC MISCONDUCT

Academic misconduct can be defined as any form of behavior that provides a candidate with an opportunity to gain an unfair advantage over other students with reference to any type of school environment. Examples of academic misconduct are given below (after: General Regulations: Diploma Programme document):



**plagiarism:** making an aware or unaware use of someone else's intellectual property by claiming it to be one's own without proper acknowledgement given to its author; it concerns ideas, phrases, papers, laboratory reports, computer programs, data.

Examples of plagiarism involve:

- a. copying another person's words taken from a book, movie, website, unpublished work (for example other student's paper) without quotations and footnotes;
- b. buying and submitting work from 'paper mills' or vendor sites;
- c. failing to mark collaborative work on homework or any other form of academic assignment;
- d. translating words of another person (for example from a Polish website into English) and claiming them to be one's own;
- e. paraphrasing one's words / ideas / etc. without acknowledging the source of it; of course paraphrasing can be a very useful technique when done legitimately; however, it is not appropriate to change someone's words and hide their author under new vocabulary , grammar or style;

**collusion:** it can be described as an act of giving unfair advantage to another candidate by any form of prohibited aid.

Examples of collusion involve:

- a. allowing another student to copy one's work and submit it for assessment;
- b. providing aid of any form to another student although one knows that it will be used to break the good practices of academic honesty;
- c. providing false information in case of an investigation concerning the breach of academic honesty regulations;
- d. giving assistance or failing to disclose an act of academic misconduct in a situation of witnessing such a situation;

**duplication** of work: it is understood as an act of presenting the same work for different assessment components and / or requirements; the piece of work in question will probably be originally prepared by the student and will represent his/her own creation, though one and the same piece of work cannot be used to get a pass at two different requirements;

**fabrication:** providing false information in any form in case of any assignment or requirements;

Examples of fabrication involve:

- a. falsifying a CAS record or any other official document;
- b. forging a signature;
- c. using improper methods of collecting or gathering data and presenting them as legitimate;
- d. inventing any information, citation or data;
- e. deliberate misinterpretation of research data done in order to confirm one's thesis;

**unethical behaviour:** incorporating inappropriate materials into the assessment components or conducting the research in an unethical way;

**academic negligence:** it can be described as a form of thoughtless and neglectful attitude concerning the way sources and the origins of materials are recorded and displayed. Academic negligence cannot be used as an excuse for plagiarism.

**academic misconduct in the examination context:** the breach of academic honesty rules can also happen in the examination or test situation;

Examples of such situations involve:

- a. copying a part / or whole of another student's work while writing an exam, test or any other form of assignment;
- b. bringing into the examination room materials or any other form of aid which are not accepted in that kind of exam; the aid mentioned above may be in a form of student's notes, crib , a cell phone, unauthorized calculator, leaving unauthorized materials in a bathroom to be used during an exam, etc. If the materials are discovered during an exam, it will not be taken into account whether they were used by the student and whether their content was potentially useful in the examination context;
- c. offering another student your own work as a source to be copied or handed in as his / her own work;



- d. behavior of any type that could disrupt the atmosphere of an exam such as for example communicating with or disrupting other students;
- e. writing an exam for another student;
- f. obtaining examination papers prior to the exam by stealing;
- g. obtaining or passing on any information concerning the content of the examination questions;
- h. asking or allowing another student to take an examination for you;
- i. changing a corrected exam and returning it for more credit;

The failure to comply with the regulations of academic honesty does not concern only the conduct on behalf of the students. Examples of improper behavior of a coordinator / teachers / examiners which may be investigated by the IBO may include:

- a. rescheduling of an exam without proper authorisation;
- b. incompetence as far as the provision of security of examination papers goes;
- c. opening the examination paper packets prior to an examination;
- d. lack of proper supervision of students during an exam;
- e. providing students with extra time during an examination without authorization of the IBO;
- f. giving a candidate unauthorized help in the process of production of any work submitted for assessment;
- g. releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours of the end of the examination;



## WHAT MAKES STUDENTS BREAK THE RULES OF ACADEMIC INTEGRITY?

The example factors that might promote the breach of academic honesty regulations include:

students are ignorant about the school rules concerning academic policy and the consequences of their behaviour;

students do not see the need to acknowledge the sources as they do not understand the notion of intellectual property;

students are not careful enough while taking notes and working with sources;

poor time management and lack of organizational skills make students desperate and force them to find easy and quick solutions to meet the upcoming deadlines;

lack of self-confidence in terms of one's own skills and abilities makes students plagiarise instead of handing in his/her own piece of writing;

pressure on behalf of parents / teachers / peers often pushes students to break the rules of academic honesty in order to meet expectations of others;

wrongly understood mission of academic pursuit which is not perceived as an ongoing process of self-development but as a grade competition;

accepting a defensive attitude, namely: 'everybody does it so I will do it, too';

lack of explicit rules concerning academic honesty at school and the notion that punishment can be avoided;

# RESPONSIBILITIES AND ROLES

## The role of the school is to:

1. Make students aware of the School Academic Honesty Policy and its content;
2. Prepare explicit rules and regulations concerning School Academic Honesty Policy easily available and commonly known;
3. Involve a school librarian in the process of promoting academic honesty practices;
4. Conduct special classes to introduce students to the problems of academic honesty, intellectual property, citation styles, etc. and explain the principles of the issues clearly with regard to specific situations;
5. Train the teaching staff in terms of common practices concerning the problem of academic honesty;
6. Monitor teaching staff whether they set good models for the students as far as handout preparation, assignment requirements or course standards are concerned;
7. Train students as far as time management and organizational skills are concerned;
8. Conduct stress management classes for the students to learn how to cope with school stress;
9. Make the regulations of investigation procedure and all the ramifications of breaking the rules of academic honesty known and public;
10. Ensure that the privacy of a student, suspected of breaking the academic honesty rules, is protected;
11. Inform student's parents / legal guardians about an investigation procedure which has been initiated against a student (in a situation when a student is under-aged).
12. Ensure that a student, suspected of academic honesty misconduct, knows their rights as far as the procedure of investigation is concerned but also the right to be heard and the right to appeal;
13. Report to the IBO all cases when the rules of academic honesty have been broken (in situations required by the IBO);
14. Conform to the procedures stated by the IBO concerning the conduct of the investigation process;
15. Support the IBO in terms of prevention, detection and investigation of academic misconduct;

### **The role of the teachers is to:**

1. Clarify what is seen as acceptable collaboration and what is not during his/her classes at the beginning of the semester;
2. Make sure that students are informed about the assessment requirements, deadlines and rules of work division during team work;
3. Explain to students clearly what academic honesty and academic misconduct mean in the context of their subject, giving specific examples of good and bad practices;
4. Set a good example and adhere to the rules of acknowledging sources in the materials and references the students are provided with during classes, for homework, etc;
5. Provide students with opportunities for ethical research practice and multiple feedback through frequent drafting process;
6. Meet regularly to plan the distribution of assignments for the students to control the workload required from the students;
7. Use different versions of the same test if one teacher conducts the same subject/level in many groups;
8. Change tests / assignments yearly to avoid students obtaining them from former students;
9. Ensure that exam papers are well-protected and not within easy reach for the students;
10. Arrange an alternative seating plan for the exam environment;
11. State clearly what form of help (for example what type of calculator) is allowed during the exam;
12. Provide students with guidelines and help in any problematic situations;
13. Oblige students to follow the requirements of School Academic Honesty Policy not only in the assessment required by the IBO but in all the assignments and homework for the subject;
14. Use the degree to which a student has managed to acknowledge sources in their work (even a minor one) as one of the criteria while awarding a grade for an assignment on regular basis;
15. Confirm the authenticity of students' works submitted for assessment;
16. Report to the coordinator of the Diploma Programme all the cases of academic misconduct;

### **The role of the students is to:**

1. Get acquainted with the School Academic Honesty Policy;
2. Make themselves aware of the ramifications of breaking the rules of Academic Honesty Policy;
3. State clearly, especially among your schoolmates, what your attitude towards academic honesty is and make it clear that you do not allow your work to be copied;
4. Refuse to support or aid any form of academic misconduct;
5. Take great care while collecting and acknowledging sources;
6. Take an ultimate responsibility for the authenticity of the assignments submitted for assessment;
7. Organise and plan well in advance in order to avoid accumulation of assignments and tasks;
8. Look for help among your teachers, school librarian, school DP coordinator if it is not clear what behaviour is acceptable in a specific situation;
9. If one experiences troubles with handling the workload, he/she should talk honestly to the teachers / school DP coordinator in order to arrange an individual plan of satisfying all the course assignments / requirements;
10. Set oneself realistic and achievable goals and be ready to reexamine them;
11. Use the help of a school career counselor to make the best use of one's skills and abilities;
12. Report any forms of academic misconduct observed;

### **The role of the examiner is to:**

1. Mark the assessment material according to the standards and criteria provided by the IBO;
2. Conduct the examination according to the procedures set by the IBO and / or the school;
3. Report any forms of suspected academic misconduct to the DP coordinator;
4. Secure the evidence of breaking the academic honesty policy (if applicable);

# WHAT ACADEMIC INTEGRITY ACTIONS GOES THE SCHOOL UNDERTAKE?

The school undertakes numerous actions to promote the notion of academic integrity and prevent the students from breaking the rules stated in the School Academic Honesty Policy.

First of all, the strongest attention is paid by the school to the popularization of the idea of academic integrity among the whole school community and raising the students' and teachers' awareness as far as the notion of intellectual property is concerned. The actions in this area concentrate on informative meetings and practical workshops for both teachers and students, involvement of the school librarian and provision of guiding materials for bibliography requirements available for reference on the school website. The school will also provide the students and their parents / legal guardians with a copy of the School Academic Integrity Policy and will do its best to make their content explicit and understood. The document is also available on the school website.

The school will also try to prevent the breach of academic integrity rules through detailed and systematic supervision of all components and assignments preparation process which will be carried out until the final version of the work is completed. The school IB DP and MYP coordinators, school librarian as well as all the academic staff will also provide further reminders and if needed extra tuition as far as the nature and research skills are concerned. What is more, the school employs various electronic programmes and websites (for example [www.turnitin.com](http://www.turnitin.com)) to provide support for the implementation of the School Academic Integrity Policy.




# AUTHENTICATING CANDIDATE'S WORK

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

A4.3.1 Authentication 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 in the case of extended essays) are well placed to judge whether a candidate's work is authentic. If a coordinator or teacher is uploading work on behalf of a candidate, then this authentication must be collected from each candidate by the school. The IB has the right to ask for proof of this candidate authentication. Effective immediately, 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 candidate 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.



Ongoing support and guidance from the teacher will help with the early detection of plagiarism and will dissuade candidates from, for example, deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny.

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work. The authentication should take place before work is submitted.

Once a candidate has submitted his or her work to a teacher (or the coordinator) for external or internal assessment (whether on ManageBac platform as final version or eCoursework upload option) and confirmed that it is his/her own and final version of the work, the material cannot be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defence to claim that the incorrect version of the work was submitted for assessment.

# APPENDIX - EXAMPLES OF CITATION RULES

A book by a single author

1. Name of the author (surname, name)
2. Title
3. City of publication, name of the publisher, and year of publication
4. Medium of publication consulted (Print)

Example: Kurlansky, Mark. *Salt: A World History*. New York: Walker, 2002. Print.

An anthology or compilation

1. Name of the editor or compiler + ed. or comp.
2. Title
3. City of publication, name of the publisher, and year of publication
4. Medium of publication consulted (Print)

Example: Davis, Anita Price, comp. *North Carolina during the Great Depression*: Macfarland, 2003. Print.

A work in an anthology

1. Name of the author
2. Title of the work
3. Translator of the part of the book being cited
4. Title of an anthology
5. Compiler or editor
6. City of publication, name of the publisher, and year of the publication
7. Page numbers of the cited piece
8. Medium of publication consulted (Print)

Example: Hanzik, Josef. "Vengeance." Trans. Ewald Osers. *Interference: The Story of Chechoslovakia in the Words of its Writers*. Comp. and ed. Peter Spafford. Chentelham: New Clarion, 1992. 54. Print.

A book published in a second or subsequent edition

1. Name of the author
2. Title
3. The specification of edition
4. City of publication, name of the publisher, and year of publication
5. Medium of publication consulted (Printed)

Example: Baker, Nancy L., Nancy Huling. *A Research Guide for Undergraduate Students: English and American Literature*. 6th ed. New York: MLA, 2006. Print.

An article in a newspaper

1. Name
2. Title of the article
3. Name of the newspaper
4. The date ( day, month and year)
5. The specification of edition
6. Section of the newspaper
7. Page numbers
8. Medium of publication consulted (Print)

Example: Jeromack, Paul. "This Once, a David of the Art World Does Goliath a Favor." *New York Times* 13 July 2002, New England ed.: A13+. Print

Work cited on the Web

1. Name of the author, compiler, director, editor, narrator or translator
2. Title of the work
3. Title of the overall Web site
4. Version or edition used
5. Publisher or sponsor of the site
6. Date of publication
7. Medium of publication (Web)
8. Date of access (day, month, and year)

Example: Green, Joshua. "The Rove Presidency". *The Atlantic.com*. Atlantic Monthly Group, Sept. 2007. Web. 20 July 2007

# APPENDIX - STATEMENT

## ACADEMIC INTEGRITY STATEMENT

Integrity of scholarship is essential for an academic community. II Liceum Ogólnokształcące im. księżnej Anny z Sapiehów Jabłonowskiej in Białystok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi w Białymstoku expect that the students will honor this principle and in so doing protect the validity of intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. All the regulations concerning the issue of Academic Integrity are regulated by the School Academic Integrity Policy.

As a student enrolled in the IB Diploma Programme / IB Middle Years Programme I affirm the principle of academic integrity and commit to upholding it by completing all academic assignments in the manner expected. Consequently, I confirm that I am fully familiar with the School Academic Integrity Policy and understand all the regulations included in the document.

..... (name printed)

..... (signature)

Białystok, ..... (date)