



Academic Integrity Policy

Date of Last Revision: May 8, 2025

Johnston Heights 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.

At Johnston Heights Secondary School, the Learner Profile is a key cornerstone of what IB learners strive to be. One of the 10 aspects of the Learner Profile is being “principled” which is defined as acting “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.”

Purpose

Johnston Heights Secondary is committed to the highest standards of academic honesty and intellectual integrity. Our students are challenged to develop strong moral and ethical practices in their studies, research, writing, presentations, testing procedures and examinations.

The Academic Integrity Policy at Johnston Heights clearly outlines the expectations for proper academic conduct, the faculty and administration’s role in promoting academic honesty and the consequences of academic misconduct.

By maintaining academic integrity, IB’s goal is to award “reliable, fair and recognized outcomes to our students through valid assessments...Results cannot be fair if some students have had an unreasonable advantage over others.” (IB Academic Integrity, 2019)

Procedures

When students are accepted into the Johnson Heights, they are provided with copies of IB publications on Academic Integrity and Johnston Heights’ IB Academic Integrity Policy. The policy applies to all academic work completed by students during their 5 years at Johnston Heights Secondary. This includes homework and class assignments, individual and group projects and presentations, research/field studies/lab work conducted for assessment.

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Students and parents are required to acquaint themselves with these materials and sign the Declaration that acknowledges their understanding of the policy in grade 11. The signed declaration is kept on file until the student graduates from the programme.

Why Do We Need Academic Integrity?

- **To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement.
- To maintain trust and credibility.
- To develop respect for others.

What is Academic Integrity?

Johnston Heights, an IB World School, acknowledges, supports and endorses the IB Academic Integrity Policy. "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 behavior in the production of legitimate, authentic and honest scholarly work" (IB Academic Integrity, 2019).

An ethical culture should be part of any educational institution, established and nurtured by the entire school community. "It is expected that students will 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" (IB Academic Integrity, 2019)

Student Expectations

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Students at Johnston Heights Secondary School are expected to put forth the best of their academic abilities and effort towards all their courses throughout their schooling, from Grades 8 to Grade 12. Academic honesty and integrity mean respecting and ascribing to the principles of learning that honour the intrinsic value of education and the importance of rigorous curricula and authentic assessment practices. Maintaining academic integrity means that students are expected to be responsible learners who complete all in-class and out-of-class assignments/assessment pieces in an honest manner that most accurately and authentically represent their best level of learning and understanding.

Teachers are a key component of academic honesty. Teachers at Johnston Heights commit to the action of instructing students what academic integrity is, and ensuring that it is grounded in honesty, trust, fairness, mutual respect and collective responsibility.

What is Academic Misconduct?

Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Categories of Academic Misconduct in IB

- **Plagiarism** is defined as the representation, **intentionally or unwittingly**, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion** is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- **Misconduct** during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour that disrupts the examination and communicating with others during the examination.

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- **Communication** about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.
- **Duplication** of work is defined as the presentation of the same work for different assessment components and/or Middle Years Pro-gramme requirements.
- 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 record; **not submitting major assignments (for example, thus gaining advantage.)**)

All efforts must be made to hand in major assignments on the due date even if students have an excused absence (for example, submit an electronic copy or drop off a paper copy to the office.) Extensions may be granted in extenuating circumstances, on a case-by-case basis, if teachers are consulted in advance for consideration. In some cases, a medical note will be required.

Examples of 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 misconduct, teachers may 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.

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Consequences of Academic Misconduct

In addition to refraining from participating in academic dishonesty, students are expected to understand that if they partake in it, there are consequences for their actions. According to the IB Organization, being principled means, “We take responsibility for our actions and their consequences.”

Level One: Violations will be dealt by the teacher with the student and will be reported to the appropriate Department Head and Vice Principal. Student’s name will be added to an excel file for record keeping and sharing with all staff. Students who are caught cheating or plagiarizing may receive a zero on the suspect assignment. Parents will be notified in these situations.

Level one violation includes, but is not limited to:

- copying homework or providing your homework to another students
- looking on another’s test or quiz
- allowing another student look on a test or a quiz
- using other secretive methods of receiving or giving answers on a test or quiz
- taking information from another source that is not properly cited, including Artificial Intelligence (AI) such as ChatGPT
- sharing answers with others on an assignment that was meant to be done individually.

Level Two: Repeated level one violations and severe violations and will be dealt with by the teacher, the MYP Coordinator, and the Head of School. Parents will be contacted in these situations. Level two violations include, but are not limited to:

- multiple level one violations
- copying papers from the Internet, use of Artificial Intelligence (AI) such as ChatGPT to write a paper, other publications, or other students’ papers
- resubmission of a previous assignment from another course
- taking any part of a test to use or give to others
- submitting as their own any material that has been developed or written by another

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These violations can be considered theft; therefore, any student who is guilty of a level two violation may receive a zero or no credit on the suspect assignment. The student must still meet the minimum requirements of the course by demonstrating the skills, by rewriting the assignment or on a future assignment, according to teacher specifications. Further consequences may include suspension from the class and school activities and/or suspension from the school. The recording of this information will be included in the student's school file.

Responsible Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools may support student learning when they are used responsibly, transparently and in accordance with teacher instructions. Because expectations for AI use may vary by subject, task and assessment type, teachers may establish specific guidelines for how, when and whether AI tools may be used in their courses and assignments.

Students are responsible for understanding and following the AI expectations set by their teachers. Unless a teacher has clearly permitted the use of AI for a specific task, students should assume that AI-generated or AI-assisted work may not be submitted as their own.

When AI tools are permitted, students must use them in a way that supports, rather than replaces, their own thinking, learning and skill development. Students remain responsible for the accuracy, quality and authenticity of all work they submit. They should be able to explain their ideas, process and final product in relation to any submitted work.

When required by the teacher or assessment guidelines, students must clearly acknowledge or cite their use of AI tools. This may include identifying the tool used, describing how it was used and distinguishing between the student's own work and any AI-generated or AI-assisted content.

Using AI to complete work in a way that misrepresents a student's own knowledge, understanding, skills or effort may be considered academic misconduct.

Expectations of Parents

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children

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- Support their children's understanding of IB policies, procedures and subject guidelines
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining assistance in the completion of work to their children

IB Coordinator and School Administration are expected to:

- know the IB Academic Integrity Policy, General Rules and Regulations, and regulations and instructions, concerning, for example, the conduct of examinations
- know what constitutes academic honesty and malpractice
- establish a school culture that actively encourages academic honesty
- support the IB in the prevention, detection and investigation of malpractice
- Inform parents about the standards the school is trying to uphold

Teachers are expected to:

- act as role models for the candidates and make sure all shared materials (handouts/presentations/etc.) are correctly referenced
- post Academic Integrity Flyer in their classrooms
- be fully aware of the IB and school policy on Academic Integrity
- to 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

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- 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

Teacher-Librarian is expected to:

- provide his/her expertise on plagiarism and copyright to students and staff
- provide research guidelines and help students locate, evaluate and use information in accordance with good academic practice

How to Avoid 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, online databases, DVDs and any other electronic media must be treated in the same way as the Internet, books and journals.
- **To avoid Collusion**, be aware of collusion versus collaboration

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- 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 and/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

- Johnston Heights uses the MLA or APA citation styles.
- Individual subjects/teachers might provide their own specific requirements and guidelines.
- Students are provided with examples on referencing materials and resources.

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