



Policy Documents

Academic Integrity



Published August 30, 2019,



Created by:

Teona Odzelashvili – Former DP Coordinator in consultation with the Newton Free School Faculty

Updated by:

Tamari Berulava – Academic Coordinator in consultation with the Newton Free School Faculty

Tako Tchanturia – DP Coordinator in consultation with the Newton Free School Faculty

Nino Iakobishvili – MYP Coordinator in consultation with the Newton Free School Faculty

Eter Glurjidze – Research Coordinator in consultation with the Newton Free School Faculty

Reviewed by:

Giorgi Meladze – Principle

Reviewed and updated: September 2023

Reviewed and updated: December 8, 2022

Reviewed and updated: August 2022

Reviewed and updated: December 2021

Reviewed and updated: August 2021

Reviewed and updated: August 2020

Contents

I. MISSION AND INTRODUCTION	3
A. Newton Free School Mission Statement	3
B. The International Baccalaureate Mission Statement	3
C. Introduction to Academic integrity in the IB educational context	4
II. ACADEMIC MISCONDUCT	5
III. RESPONSIBILITIES	6
Teachers are responsible for:	6
Students are responsible for:	6
The parents are responsible for:	7
The school is responsible for:	7
What support can students expect from the school?	8
IV. SANCTIONS AND PRACTICES	8
A. Internal Sanctions	8
B. External Sanctions and IB practices	9
B.A. Practices from General regulations: Diploma Programme, year 2016, Article 20: Candidates suspected of academic misconduct:	9
B.B. Practices from Diploma Programme Assessment procedures 2021, that refer to academic misconduct and parties' responsibilities:	11
The investigation process	11
Appeals against decisions of the final award Committee	12
V. COMMUNICATION OF ACADEMIC INTEGRITY POLICY TO THE NFS COMMUNITY	13
VI. REVIEW PROCESS	13
VII. AMENDMENTS RELATED TO AI	13
VIII. REFERENCES	15
IX. ABBREVIATIONS	15

I. MISSION AND INTRODUCTION

A. Newton Free School Mission Statement

Newton Free School's core mission is to uncover and harness its students' potential to shape them into inquiring, knowledgeable and caring global citizens who can take the lead in making the world a better place.

To achieve this, Newton Free School aims for its students to find joy in exploring, discovering and acquiring new knowledge and skills both within the classroom and beyond. It is our aim:

- To help our students grow into internationally-minded people with a strong sense of civic responsibility who can help to build a more peaceful world;
- To keep our students' learning abreast with the latest scientific achievements and to provide knowledge based on ideas and issues that are of local and international significance;
- To equip our students from an early age with study skills and learning habits so that they can seek and attain knowledge independently and collaboratively;
- To enable our students, to grow into daring and enterprising individuals who can achieve success while helping others to become successful as well;
- To develop students' ability to think creatively and critically when problem-solving and addressing challenging issues;
- To inspire our students to become resilient and resourceful life-long learners who are always willing to grow from the experience;
- To foster the skills of effective communication so that our students can express themselves confidently and creatively in multiple languages using various platforms.

B. The International Baccalaureate 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 organisations 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.

C. Introduction to Academic integrity in the IB educational context

Newton Free School is entirely informed by the philosophy of the International Baccalaureate (IB) and we place enormous value on the ethical properties of personal integrity and academic integrity. We expect that academic integrity is respected and maintained by every member of our school's community: students, faculty, parents and administration. Our expectations and practices are entirely guided by two of the IB Learner Profile attributes which are:

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.

Reflective: We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

International Baccalaureate (IB) programmes nurture inquiring, critical-thinking and creative students, who employ their thinking tactics in a myriad of ways. IB students are able to make their thoughts visible and demonstrate their learning clearly. Furthermore, they are also capable of showing the process whereby they came to acquire their ideas, and are able to demonstrate the reasoning behind the ideas and views they hold or reject. This represents the very essence of scholarship and academic integrity: rendering knowledge, understanding and thinking visible.

Transparency is a quality that needs to be part and parcel of a child's education. For students to fully master the technical aspects of academic integrity, such as citing and referencing with precision, they need to understand how knowledge is formed and then how to proceed with developing and finessing their knowledge construction skills. While technical skills are of the essence, the understanding of the concepts and values behind them must take precedence.

It is this school's firm belief that a safe and encouraging learning environment is conducive to students' own ability to explore ideas and make visible the flourishing of their thinking in an academically integrity manner. The attributes of the IB Learner Profile are absolutely essential in nurturing such an environment. This policy is in place to support all the stakeholders involved (parents, students, faculty and administration) in helping students of all ages be academically integrity in all their studies ("Academic integrity in the IB educational context" document, 2014).

II. ACADEMIC MISCONDUCT

IB defines academic 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”.

Categories of “academic misconduct” in the IB:

- Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words and/or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another, or students working together on individually assigned tasks. However, when a student is assigned to collaborative learning activities or group work with other students, he/she is expected to submit the assignment as a result of mutual effort and give credit to all the group members for contribution.
- Duplication is defined as the presentation of the same work for different assessment components.
- Self-plagiarism is defined as using one’s own ideas already expressed in previous works without crediting the source or passing off one’s own academic work more than once within different assessment tasks;
- Unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research, also fabricating data for assignments. More precisely fabricating data involves creating or modifying data or using data selectively that causes misinterpretation of results and conclusions;
- Compilation is defined as the use or compilation of intellectual property or the research results/works without proper citation, individual analysis or interpretations;
- Contract cheating is defined as passing off someone else’s work obtained in exchange for financial compensation;
- Stealing: unlawful and unauthorized possession of materials (e.g. examination papers) that belong to another person or entity.
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).
- Misconduct includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination, failing to comply with the instructions of the invigilator or other member of the school’s staff

responsible for the conduct of the examination, impersonating another candidate and/or breaking any other examination rules.

- Any other forms of academic misconduct as defined by The International Baccalaureate, including any work produced by AI or similar software.

III. RESPONSIBILITIES

Teachers are responsible for:

- Complying with the school's and IB's academic integrity policy;
- Respecting other's intellectual property and not using them in their works and/or documentation without indicating the author, thus acting as role models for their students;
- Ensuring that students are familiar with the IB publication - [Effective citing and referencing](#);
- Taking all necessary steps to prevent academic misconduct;
- Making sure that all students understand the meaning of academic integrity and the consequences in case of misconduct;
- Ensuring that, through the drafting process, they become familiar with their students' writing in order to be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student;
- Personal Project supervisor ensures that students approach the implementation process with integrity;
- SA and CAS coordinator ensures that students decently and with integrity fulfil SA/CAS requirements (including the CAS project).
- Teachers have to maintain student portfolios (including CAS portfolio), where all students' assignments and/or related work are kept. Teachers shall hand over the portfolios to the DP coordinator after the completion of the programme;
- Using plagiarism detection software provided by the school to check major assignments like summative assessments, Personal Project report, final versions of the Extended Essay, the TOK essay, and where possible, all final IAs;
- Teachers are expected to read and check candidates' work for authenticity before submission. This refers to all internal and external MYP and DP assessments.

Students are responsible for:

- Complying with the school's and IB's academic integrity policy;
- Respecting others' intellectual property and never engaging in any type of academic misconduct;
- Integrating academic honesty principles into the teaching and learning process;

-
- Ensuring that all work submitted for assessment is authentically theirs, including CAS portfolios;
 - Reviewing their work before submission for assessment to identify any passages, computer programs, data, photographs and other material which require proper acknowledgement;
 - If required, submit their work using plagiarism detection software. Failing or refusing to do this could result in an accusation of plagiarism, and/or a refusal to accept work within the school and/or to submit the work to the IB;
 - After having 'signed off' the official IB MYP Personal Project Academic Integrity form or IB DP coversheet, indicating that a piece of work is authentically his/hers, there is very little, possibly no opportunity to re-submit different work, if the first submission is deemed to be plagiarized;
 - Being aware that teachers have the right to refuse to 'sign off' their work if they do not believe a student completed the work, and if the student cannot prove their ownership to their satisfaction, or the satisfaction of the IB MYP and IB DP Coordinators. The IB will accept the teacher's decision in this case;
 - If academic dishonesty is suspected, proving that all pieces of work are his/her own, and have not been plagiarized.

The parents are responsible for:

- Encouraging their children to make certain they plan ahead so that they submit their assignments on time and meet deadlines with ease
- Leaving their children to complete their homework independently but helping them plan and research their work if such need arises
- Keeping in contact with the school so that they understand the requirements of the IB Middle Years Programme and IB Diploma Programme, and what is expected of their children
- Encouraging their children to regularly communicate to the teacher any difficulties they might be having with their work/homework

The school is responsible for:

- Monitoring activities of employees and students and immediately responding to any academic misconduct cases;
- Promoting an ethos of integrity within the school community through training and meetings;
- Checking all candidates' work prior to submission to the IB for assessment or moderation;
- Preserving students' subject portfolios (including core subjects) for 5 years in a safe place.
- Providing plagiarism detection software (Turnitin);
- Creating procedures for dealing with academic misconduct cases.

-
- Ensuring that no maladministration practice takes place in the school, like not administering the exams and/or assessments properly; incidents can be deliberate, with the intention of giving certain students an unfair advantage during the assessment process, and other incidents can arise as a consequence of misunderstanding or misinterpretation of the IB's rules and regulations. Maladministration is defined as the following by the IB: Maladministration is an action by an IB World School or an individual 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 the assessment or completion of the examination.

What support can students expect from the school?

- The Academic Integrity Policy and student guide is in place so that it is clear to all concerned as to what constitutes academic integrity and an authentic piece of work
- School librarian conducts training on academic integrity principles;
- All IB Middle Years Programm and Diploma Programme students will be introduced to this policy and others by the MYP and DP Coordinators in the first month of their studies
- Students will be informed about the procedures of investigating malpractice and about the consequences of having been found guilty of malpractice
- All teachers must also actively employ correct citing and referencing conventions when providing students with reference material
- Students will be advised and encouraged to comport themselves with integrity and acknowledge the ideas and work that belong to others

IV. SANCTIONS AND PRACTICES

A. Internal Sanctions

In case of reasonable doubt about academic misconduct, the school principal assembles a temporary committee.

The committee has a minimum of three members and in individual cases, the number of members can be more. The committee should be assembled in a way where there is no conflict of interest among the parties.

In case of academic misconduct by a teacher, the committee minimum members are the head of the school, the IB coordinator and the relevant subject head.

In case of academic misconduct by a student, the committee minimum members are the head of the school, IB coordinator and relevant subject teacher.

When the academic misconduct fact is confirmed by the committee, the decision is announced to the person in doubt so he/she can explain himself/herself. If the additional explanation does not change the final decisions, the committee can take the following measures:

In the case of teachers: The committee shall give a written warning and if academic misconduct is repeated, the committee can decide on a heavier punishment or even terminate the employment agreement. Financial sanctions and/or termination of the employment agreement may apply immediately if intentional use of plagiarism and/or data fabrication is proved.

In the case of students: The committee shall give a written warning and annul relevant work. If academic misconduct is repeated the committee can decide on a heavier punishment or even dismiss the student from the school. The school will take care to keep records of all acts of academic misconduct so as to keep track of all the repeated offences if and when they take place.

Every person who is accused of academic misconduct can appeal the committee's decision for 10 days with the appeal committee. The appeal committee's minimum members are the head of the school, the academic director and one teacher. The appeal committee can change the previous decision and its outcomes or leave it intact.

Additionally, please see the IB MYP Assessment Policy for further information.

B. External Sanctions and IB practices

The International Baccalaureate regulates the cases of academic misconduct in its different publications.

All parties (teachers, administrators, students and parents) are highly recommended to additionally get acquainted with the following IB documents:

- Academic Integrity in the IB educational context
- Effective citing and referencing
- IB general regulations: Diploma Programme
- Academic Integrity
- Programme standards and practices
- Diploma Programme Assessment procedures

B.A. Practices from General regulations: Diploma Programme, year 2016, Article 20: Candidates suspected of academic misconduct:

- If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work

has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

- When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.
- If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of the school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB, the investigation into the suspected academic misconduct by the candidate may still proceed and a decision may be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.
- Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.
- The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice-chair.
- Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.
- If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied to the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate to the severity of the misconduct.
- If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future

examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

- If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.
- If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee or its sub-committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

B.B. Practices from Diploma Programme Assessment procedures 2021, that refer to academic misconduct and parties' responsibilities:

C5.3.1 Circumstances that will trigger an investigation

These are some of the most common circumstances that will trigger an investigation.

- A coordinator reports that academic misconduct may have taken place during an examination.
- An examiner or moderator reports possible misconduct during the marking process.
- An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.
- A comparison of specific assessment components using an IB bespoke program shows similarities between candidate work (in the same school or across IB World Schools).
- Whistle-blower reports.

Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.

- ➔ In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- ➔ In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

The investigation process

The IB will act upon all reports of alleged student academic misconduct and school maladministration, regardless of when they reach the organization during the assessment cycle. Once the report or allegation is received the IB will initiate a thorough, fair and

transparent investigation to collect the evidence needed to reach an impartial and proportionate outcome, following long-established precedents. IB World Schools, through the head of school or programme coordinator, are expected to fully support the IB in any investigation, both student and staff-related. The IB will contact the school, normally the programme coordinator or head of school, as soon as evidence is gathered to justify an investigation. For those cases in which a conflict of interest is identified, for example, when the head of the school is involved in a case, the IB will try to identify an alternative person within the school, such as a member of the school board, or an IB educator, with authority and experience to carry out the investigation. More details can be found in the sections that follow concerning communications during the investigation and its outcomes.

All individuals under investigation will be given the opportunity to present a written statement where they can document their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation.

If a staff member is required to present a statement or evidence pertinent to a school maladministration investigation, they may require access to legal support.

Appeals against decisions of the final award committee

Decisions of the final award committee may be appealed if there are acceptable grounds for the appeal. For further information about the process, acceptable grounds and any subsequent appeal, please refer to Diploma Programme: Assessment appeals procedure and Article 17 of General Regulations: Diploma Programme.

Practices from Diploma Programme Assessment Procedures 2021, that refer to academic misconduct during examinations:

C4.6 Alleged academic misconduct during an examination

During a written or oral examination, academic misconduct may occur (for example, taking unauthorized material into the examination or showing disruptive behaviour) that is witnessed by the coordinator and/or invigilators of the examination.

Alleged misconduct during an examination must be reported to the Assessment Division, IB Global Centre, Cardiff, by sending a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident:

Any evidence, such as photographs of unauthorized materials, must be included with the report. Coordinators and candidates should be aware that a candidate will be in breach of regulations if an unauthorized item (such as an electronic device, other than a permitted calculator, notes, a mobile/ cell phone, or smartwatch) is taken into an examination room, regardless of whether an attempt is made to use that item.

Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.

V. COMMUNICATION OF ACADEMIC INTEGRITY POLICY TO THE NFS COMMUNITY

The Academic Integrity policy will be introduced to the NFS community through a variety of pathways including staff meetings, parent meetings, and homeroom lessons. The policy will also be available on the NFS website. New staff will be familiarized with the document during orientation.

Before the start of the academic year, during orientation sessions, students will be familiarized with the academic integrity document and IB regulations and practices towards academic integrity.

VI. REVIEW PROCESS

The Academic Integrity policy will be reviewed regularly as part of the Board's cycle of policy reviews, curriculum review cycle and as part of the whole school improvement plan. The policy will be updated as needed. The Leadership team will review the implementation of the policy in classrooms and throughout the school on a regular basis as part of the appraisal process.

VII. AMENDMENTS RELATED TO AI

The influx of the Artificial Intelligence (AI) software, and frequent usage of ChatGPT in the academic environment, has raised a question of how to deal with the academic misconduct imposed by AI. No fixed definition of AI exists, however, the UNESCO World Commission [explains](#) the concept in the following way: “..machines based on AI are potentially capable of imitating or even exceeding human cognitive capacities, including sensing, language interaction, reasoning and analysis, problem-solving, and even creativity”.

According to the [UNESCO Quick Start Guide on AI](#), the position of Higher Educational Institutions (HEIs) towards this software has been quite different: Some of them started banning the usage of the ChatGPT, whereas some of them still try to integrate the tool into their learning processes. Considering the latter, along with the [position](#) of the Head of Assessment Principles at IB, the Newton Free School is not going to ban the use of AI. However, the school expects to apply AI tools in an ethical and effective manner that would not compete with our academic integrity principles.

As it is [mentioned](#) in the IB Guidance on the use of AI tools, the Newton Free School also will not consider any AI-produced paper as students' own. Submission of any coursework where AI or other software-generated texts are used without proper referencing will be a case of plagiarism (academic misconduct).

The student can use AI for the following purposes:

- Brainstorming
- Generating ideas
- Source of Information*

NOTE*

In this case, the student is requested to credit the software in the text and reference it in the bibliography in a proper manner. While IB applies the [Chicago style](#) for referencing, students will find a distinctive chapter in the referencing handbook on crediting AI software. However, while the AI can also generate misinformation, students should take full responsibility for any unchecked data in the papers they are going to submit for grading.

As IB coursework requires to be completed over a period of time including regular meetings, between students and teachers, observation of the student's performance is possible. Moreover, the school has access to the Turnitin AI detector, which is efficiently integrated into Managebac. This means that the teacher will be able to confirm whether the work is the student's own and whether it is a real reflection of the previously discussed ideas.

However, in case the teacher suspects academic misconduct related to the AI, the following steps [need](#) to be taken:

- Contact the teacher and respective program coordinator to compare the language competencies and the quality of the work to the previous performances of the student.
- With the support of the research coordinator, the teacher has a right to request the student write the task at the occupation in the classroom with/without any advance notice.
- Request students to clearly provide sufficient argumentation and confidence to explain their own work.
- Request students to apply the relevant referencing so that teachers can distinguish the claims of other people and their own ideas.

On another hand, if the student faces any research-related challenges while working on their coursework, the student is encouraged to have an advisory meeting with the research coordinator to avoid cases of academic misconduct before submitting the paper for grading.

VIII. REFERENCES

1. Language Policy - Newton Free School
2. IB MYP Assessment Policy – Newton Free School
3. Academic Integrity in the IB educational context (2014) - The International Baccalaureate Organization
4. Effective citing and referencing (2014) - The International Baccalaureate Organization
5. IB general regulations: Diploma Programme (2016) - The International Baccalaureate Organization
6. Programme standards and practices (2015) - The International Baccalaureate Organization
7. Diploma Programme Assessment procedures (2021) - The International Baccalaureate Organization
8. Creativity, activity, service guide (2015) - The International Baccalaureate Organization
9. Academic Integrity (2019) – The International Baccalaureate Organization
10. From Principles into Practice (2014) - The International Baccalaureate Organization
11. Middle Years Programme Assessment Procedure 2023 - The International Baccalaureate Organization
12. ChatGPT and Artificial Intelligence in higher education: Quick start guide (2023)- United Nations Educational, Scientific and Cultural Organization
13. Guidance on the use of artificial intelligence tools - 2023 -The International Baccalaureate Organization

IX. ABBREVIATIONS

NFS Newton Free School

IB International Baccalaureate

DP Diploma Programme

MYP Middle Years Programme

CAS Creativity, activity, service

AI Artificial Intelligence

HEIs Higher Education Institutions

UNESCO United Nations Educational, Scientific and Cultural Organization