



Korah Collegiate & Vocational School
Academic Integrity Policy
(2024, revised January 2026)
Addendum to ADSB Operations Policy 6.18.03

Korah Collegiate Mission Statement

Korah is committed to an inclusive, academically vibrant community where every student is supported to discover their strengths, pursue their passions, and grow as confident learners. Guided by equity, respect, and appreciation for diversity, we create a safe and supportive environment that develops the knowledge, skills, and character needed for positive local and global citizenship.

Background

Integrity is a core value expressed in Korah's motto and school profile. In collaboration with a volunteer committee of Korah staff (including administration and representatives of teacher across all disciplines and levels of study), a Korah Learner Profile was established in June of 2015. In part, this profile was inspired by the IB Learner Profile, but was written to represent our school's population:

Korah students engage in their learning while working towards their goals with integrity, hard work and perseverance.

This profile, in conjunction with Korah's motto, *A quoque optimum; From each his or her best*, directly refer to the principle of integrity and producing one's own best work in a principled and honest way.

This policy is written as an addendum to the *Policy 6.18.03 ADSB Academic Honesty Policy* (2023) to support Korah's IB Diploma Programme students to act with honesty and integrity while respecting the intellectual ideas of others. Academic integrity is an ethical choice that must be made by students and represents core values of the IB Learner Profile which aims for learners to become effective communicators and critical thinkers, all within the framework of taking responsibility for their actions.

IBO Definitions

School maladministration

"The IB defines school maladministration as 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 an assessment component or completion of an examination." *Academic integrity policy* (2025)

School maladministration can fall under the categories: completion of coursework, conduct during an examination, and/or undermining the integrity of assessments.

Student academic misconduct

“The IB defines student 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. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or digital. This includes behaviour in school, out of school and online.” *Academic integrity policy (2025)*

The different categories of student academic misconduct include coursework (written and oral), conduct during an exam or that threatens the integrity of an exam, interfering with an academic misconduct investigation, or forgery of IB grades.

Teaching Enhanced Learning and IB DP Students

Responsibility of Teachers:

- acknowledge the resources used in creating their own knowledge base, calling attention to the fact that knowledge is both acquired and created
- be familiar with the IB document *Effective citing and referencing (2022)*
- explicitly teach models of citation (APA, MLA, or Chicago style, depending on the subject area) for a variety of sources (e.g. textbook, article, on-line sources, lectures, interviews, recordings) for use in classroom assignments, including subject specific Internal Assessments, and External Assessments such as TOK essays, HL essays, and EEs. The minimum information required is the name of the author, date of publication, title of source, and page numbers (if applicable).
- provide formative feedback on effective citing and referencing as appropriate in each course
- reinforce working with integrity and honesty within formal and informal peer group circles (e.g. seminars, study circles, lab partners) or when assisted in study by others (e.g. peers, siblings, parents), stressing the importance of acknowledging the ideas of others and being respectful of ideas as intellectual property
- explain ethical behaviour when using AI tools and make suggestions for its appropriate use (ex. generating ideas, creating outlines, exploring potential sources of information, looking at examples to reinforce what constitutes good essay structure and the development of strong arguments)
- discuss ethical behaviour regarding use of AI tools and the underlying bias of results generated by its use
- reinforce with students that any AI-generated text or image must be cited and then referenced in the bibliography

- use *Turnitin* for student coursework (as appropriate) prior to final submission dates
- authenticate student work prior to submission to the IB; observe coursework over time (not just the finished product), engage students in conversations about their work, proper citing and referencing is done, ensure the writing style and quality of writing is in line with students' prior work
- discuss suspected cases of academic dishonesty with student(s) involved
- inform IB co-ordinator of any case of suspected academic dishonesty

Responsibility of Co-ordinator:

- ensure all stakeholders (teachers, students, parents) are aware of and understand Korah's, ADSB's, and IB's Academic Honesty Policy Documents
- facilitate class workshops on "Academic integrity in the IBDP" & "How to sit IB exams"
- provide professional development support to staff, as needed, regarding referencing and citing practices
- meet with any student who has breached academic honesty policy to ensure they understand the policy, understand what constitutes plagiarism and academic dishonesty, and discuss possible consequence(s); teacher or parent/guardian may be present at meeting as required, desired, or deemed beneficial
- determine the underlying cause of breaches to the policy (accidental; lack of confidence; ill use of time; external or internal stressors, etc.)
- inform parent/guardian of the particulars of the case, the consequence(s), and the action plan (to ensure student is supported and does not make same mistake again)
- inform administration (vice-principal or head of school) of the case of academic dishonesty
- keep a file of each case of academic dishonesty to ensure the fair treatment of individuals and to watch for any trends in particular students and/or types of coursework
- review policy regularly
- report suspected cases of academic misconduct on IB assessment to the IBO

Responsibility of Students:

- be familiar with the *ADSB Policy 6.18.03 Academic Honesty Policy (2023)*, this policy document, and the IB's *Academic integrity policy (2025)* by attending "Academic integrity in the IBDP" and "How to sit IB exams" workshops (or meet with the coordinator directly if absent that day)
- acknowledge that ideas and knowledge belonging to another are 'intellectual property'
- respect and acknowledge the ideas and work of others in all aspects of study (presentations, essays, orals)
- develop confidence in their own thoughts, ideas, and the expression of these ideas

- learn appropriate use of technology (including artificial intelligence), noting it must be carefully cited and acknowledged
- attend the teacher led classroom workshops to learn about the use of technology, how to conduct academic research, and how to cite (APA, MLA, Chicago) sources (ex. how to use AI tools, how to cite sources, use of online databases, research/database workshop hosted by Algoma University)
- use the appropriate citation style for a variety of sources in the prescribed method as outlined by subject teachers (ex., MLA for English, APA in science, and Chicago style for history) and in *Effective citing and referencing* (2022)
- become aware of acceptable forms of collaboration with others (ex. conducting a lab investigation and measuring/collecting data on different variables) vs. inappropriate collusion (ex. copying data tables and analysis from a partner and submitting it as one's own work)
- use appropriate time management strategies and adhere in internal deadlines to avoid being tempted to take short cuts in completing coursework (ex. duplicating work, using web based online help sites, producing complete essays/reports using AI)
- report possible cases of school maladministration directly to the IB Coordinator or if appropriate, the Principal (Head of School)
- report possible cases of student academic misconduct to the appropriate classroom teacher or the IB Coordinator as appropriate

Consequences of Misconduct on IB Assessments (Internal and External Assessments)

- all work must be authenticated by the teachers as per the "Responsibility of Teachers" section
- no work is to be submitted to the IB if it cannot be authenticated
- should academic misconduct be identified on course work or during the examinations, it can result in a zero mark for a component or a "no grade" for the subject as per IBO's "Academic integrity policy" (updated 2025) which can result in a student not receiving their IB Diploma

Responsibility of Parents:

- support and encourage the development of confident and independent thought in their child
- provide guidance and help with skill development in homework assignments, but not to complete work for their child (this also applies to third party or peer tutors)
- provide assistance with time management and self-care strategies to avoid students feeling stressed and overwhelmed, a common cause of student academic misconduct
- report possible cases of school maladministration directly to the IB Coordinator or if appropriate, the Principal (Head of School)
- report possible cases of student academic misconduct to the appropriate classroom teacher or the IB Coordinator as appropriate

Use of Artificial Intelligence Tools:

- any work produced by AI tools including text (copied or paraphrased), images (including modifying an image), or graphs is not to be considered that of the student and must be credited in the body of the text (citations) using quotations and referenced in the bibliography
- be aware that text generated by AI tools is often repetitive and formulaic, often of poor quality against the criteria expected in IB assessments
- acceptable use of AI tools includes generating an example of good essay structure to use as an exemplar, using a search engine to initiate good research starting points, and 'asking' the software research-based questions and analyzing the sources it generates
- teachers are required to authenticate students' work, with a focus on process and the students' ability to justify choices and reasoning in their arguments
- use of basic tools to support spelling and grammar is permitted for IB coursework

Review process

Since changes in communication technology occur rapidly, this policy should be reviewed annually to ensure it adequately reflects any new developments. A steering committee made of Head of Guidance, IB Coordinator, Head of School, and representative teachers were responsible for this work.

Sources:

Sources used from the International Baccalaureate Organization:

Academic honesty in the IB educational context, 2014

Academic integrity policy, updated 2025

Diploma Programme Assessment procedures, 'C5 Academic honesty', 2025

Diploma Programme: From principles into practice, 2015

Effective citing and referencing, 2022

Other sources:

Policy 6.18.03 ADSB Academic Honesty Policy, 2023