

Latta High School IB World School International Baccalaureate Diploma Programme Academic Integrity Policy



Introduction

Latta High School values an environment that displays the traits of academic integrity among all of its stakeholders. According to the IB, academic honesty is essentially “making knowledge, understanding and thinking transparent” (*Academic honesty in the IB educational context* 2014). This statement corresponds to the “principled” learner in the IB Learner Profile and to the school’s vision statement that “students who graduate from Latta High School are morally sound, responsible citizens.” The LHS community will work individually and corporately to ensure that we are honest and upright in all of our dealings, especially within the academic context. When an individual commits academic misconduct, he or she will be expected to take responsibility for their actions and to bear the consequences that follow those actions.

The 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. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination.

(*Academic integrity* 2019)

During the students’ time at Latta High School, we will foster academic integrity by scaffolding the students’ learning experience and nurturing their understanding of the respect for themselves and others that is the foundation of academic integrity. In *Academic Integrity*, the IBO explains three “key educational reasons” why the organization takes “such a strong line on 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. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

To maintain trust and credibility. Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

To develop respect for others. Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged.

Resources Available to Students

Faculty - During the four years that students spend at Latta High School, their best resource is the staff. Due to the small staff to student ratio afforded to us by our school size, students often develop close working relationships with multiple teachers. They should utilize these relationships in and out of class to glean the knowledge available to them from informed, capable content area experts.

Writer's Notebook - The English department created a handbook for student use titled, "Writers_Notebook.pdf," that was deployed to every student and staff individual network and Google drive. It covers documentation, analysis, annotations, essay writing, grammar, and other needed information for student writers.

IPASS – Time is set aside from 7:50 to 8:20 AM daily for students to visit teachers for additional help. Any student may go to any teacher during IPASS and should make use of this time for instruction outside the bounds of the traditional classroom.

Academic Misconduct

Academic misconduct as defined by the IB in the *Academic Honesty in the Diploma Programme* pamphlet is "behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components." Although this is not an exhaustive list, there are five categories of misconduct that are the most frequently investigated by the IBO.

- **Plagiarism** – Using another's ideas, words, or work as his/her own without giving the original source credit. Intent does not matter. **Plagiarism has occurred whether or not the student intended it, if the source is not acknowledged.** Plagiarism can be information copied from external sources, such as the Internet, or other sources, such as another student or family member. It could also include submitting work "commissioned, edited by, or obtained from a third party" as one's own.
 - **Example** – A student has a paper due the next day on the Vietnam War. While writing the paper, she finds a great quote from Robert McNamara. She copies and pastes it into the paper, and she intends to place an in-text citation but forgets. This is plagiarism, and good intentions do not absolve her from the infraction.
- **Collusion** – Students are expected to collaborate; however, collusion goes beyond collaboration. It is defined as "supporting academic misconduct by another student" (*Academic Honesty in the Diploma Programme*). Examples of collusion include copying assignments, submitting work that is not your own, or working together on assignments in which individual work is expected.
 - **Example** – Seniors in the biology class work together during a lab due to limited equipment. Students are expected to complete the lab together, and their data will be

the same; however, they are expected to complete their lab reports individually. The group decides to work on their reports together since they completed the lab together, and they turn them in. They have committed collusion.

- **Misconduct** – This category is what most people consider “cheating.” It can also include disruptive behavior, for which students can be expelled from an IB examination room. This category could also include inappropriate behavior such as submitting offensive or obscene material in assessments or using falsified data as part of an assessment.
 - **Example** – If a student sees a copy of an upcoming assessment on a teacher’s desk and takes a copy, physically or digitally, that they intend to use to gain an unfair advantage over other students, then they are guilty of misconduct.
- **Duplication of work** – Students may not present an assignment for a different assessment than the one it was originally intended to complete.
 - **Example** – Students are working on the subject of the Mexican Revolution in their History of the Americas class and in their Spanish Ab Initio class. A student requests and is assigned the subject of Venustiano Carranza in both classes. The student completes the assignment for HOTA, but due to time constraints, the student decides to make slight alterations to the paper so that it can also be used for the Spanish paper. This is academic misconduct. Some might argue that it is not the same paper, but it is not substantially changed. It is better for the student to choose subjects in the two different classes that are disparate enough that this type of malpractice does not occur.
- **Conduct during an examination** – Possession of unauthorized material in the exam room, disruptive behavior during an examination, exchanging or attempting to exchange information in any way with other students during an examination, removal of or access to secure exam materials outside of the assigned examination time, impersonating an IB candidate, failure to report an academic misconduct incident, sharing of IB exam content within 24 hours after the examination, et al. are all issues that could result in penalties imposed by the IBO. Students should be especially wary of sharing or receiving information on social media platforms during the exam sessions. IB states “[c]ommunication 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” (*Academic Honesty in the Diploma Programme*).
 - **Example** – A group of students finish their IB exam and later in the day discuss some of the questions with their teacher. One student thinks of an important detail after going home and snapchats it to a friend in the IB program in the next town. This student has breached IB regulations. It is safest not to communicate digitally about IB topics during the 24 hours before or after any exam.

Responsibilities

Academic integrity at its essence is simply an effort to make sure that others understand where information originated and how the interested reader can locate references that have been utilized. Each group of stakeholders has responsibilities that safeguard their academic integrity. The guides listed below are not exhaustive, but outline conduct that is in keeping with maintaining academically honest behavior.

Students should

- read this academic integrity policy and ask questions about anything which is unclear until they have a full understanding
- report incidents or suspected incidents of academic misconduct in any form to an IB teacher and/or the IB Coordinator
- complete all assigned work honestly with personal integrity, be willing to accept that some assignments will achieve excellence and some will be learning experiences
- make every effort to ALWAYS give credit to sources whether quoted or paraphrased in all assignments, whether submitted for written, oral, or artistic work
- understand the difference between directly quoting a source, paraphrasing, and plagiarizing
- use an appropriate documentation style for all source material, in-text and in the bibliography
- refuse to participate in collusion in any form, including receiving help “from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites” (*Academic integrity*)
- refuse to give assistance to classmates beyond the scope of what has been authorized by the teacher
- use the internet and social media in a responsible, academically honest way
- follow all instructions and rules given by their IB teachers and the IB Coordinator
- understand the consequences for academic misconduct, at the internally-assessed local school level and at the externally-assessed IB level

Teachers should

- teach students an appropriate documentation method for use in their classroom
- give students opportunities in which to practice how to use others’ ideas, words, or work appropriately in their classroom
- remind students of the forms of possible academic misconduct and how to avoid them
- create a calendar with a manageable workload so that students can effectively complete work to the standards expected by IB
- give feedback, but ensure that “students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides” (*Academic integrity*)
- label and save all submitted student work so that there are no errors when submitting documents to IB
- develop a plan to check all submitted work, internally and externally, for academic misconduct in order to prevent the possible uploading of academically dishonest material to IB

- support the school's academic integrity policy by responding to and cooperating with any academic misconduct investigation initiated by the school and/or by IB

Programme Coordinators should

- apply all school and IB policies fairly and consistently
- comply with all IB policies concerning the secure storage of examination materials and conduct of examinations
- collect and retain, annually, signatures that students and parents/legal guardians have read the posted school and IB policies that govern the LHS IB Diploma Programme
- report any academic misconduct investigation to the principal and/or IB, as necessary
- conduct investigations into student academic misconduct whenever required and share the findings with teachers, administration, and/or the IB, as appropriate

Administrators should

- promote parent and student awareness of the academic integrity policy
- provide professional development for teachers on how to create and maintain an environment of academic integrity in their classrooms
- provide assistance to students, parents, teachers, and other support staff in understanding the school and IB's expectations of behavior and consequences of non-compliance regarding academic integrity
- investigate all instances of alleged academic misconduct
- provide a fair, equitable, and consistent environment of adjudicating academic misconduct infractions in accordance with this policy, school board policy, and state law
- notify the IB of any issues with the secure storage of examination materials or the proper execution of exam procedures
- provide support to the IB in any investigation into student academic misconduct or other school maladministration as outlined in IB policies

Parents/Guardians should

- understand LHS IB policies that govern their student's conduct and completion of work while in the IB Diploma Programme
- review the principles set forth in this academic integrity policy with their student and clarify anything that the student does not understand
- support the LHS academic integrity policy, helping the student to understand the importance of submitting only work that was legitimately completed to the best of their ability
- help students to understand the importance of practicing integrity in all situations, even when it will be to the student's disadvantage
- support their students in learning how to schedule time so that they maintain a manageable workload
- participate in parent-school meetings when contacted and requested

- support the school in reconciling student academic misconduct and its consequences with the student’s desire to do well
- report any knowledge of student misconduct or attempts to commit misconduct to the school administration, IB Coordinator, and/or to the IB
- refuse to give assistance to students in the completion of their work
- “submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children” (*Academic integrity*)

Procedures and Consequences

Step One

Students and staff who suspect any form of academic misconduct by someone in the IB Diploma Programme are honor-bound to report it. Incidents of misconduct may be reported to any teacher or administrator in the school who will then report the incident to the IB Coordinator. Upon learning of any incident, the IB Coordinator will be responsible for informing the Head of School and for beginning an inquiry into the alleged misconduct.

Step Two

The IB Coordinator will request specific evidence from the classroom teachers or other staff members who may have supervisory duty over the students or incident in question. The inquiry will consider written materials, observations, or information provided by students and/or staff.

Step Three

If the inquiry finds there is no evidence of academic misconduct, then the information from the inquiry will be filed and kept by the IB Coordinator for a period not to exceed three years, but no other measures will be taken.

If the inquiry finds that there is evidence of academic misconduct and the assignment under inquiry is an internally-assessed assignment, these steps will be followed:

- **First Offense**
 - A parent conference will be held to discuss the infraction.
 - The student will receive a zero on the assignment under inquiry.
 - The student will be assigned a teacher and will report to that teacher during IPASS to ensure that they understand what their infraction was and how to avoid committing the infraction in the future.
 - The student(s)’s name will be shared with the IB Faculty. A full report of the infraction history may be shared with any IB teacher upon a written request to the IB Coordinator.
- **Second Offense**
 - A parent conference will be held to discuss the infraction.
 - The student will receive a zero on the assignment under inquiry.

- The student will be assigned a teacher and will report to that teacher during IPASS to ensure that they understand what their infraction was and how to avoid committing the infraction in the future.
- The student will report to the IB Coordinator during IPASS on an additional day to ensure that they have read, understand, and agree to abide by the LHS Academic Integrity policy in the future.
- The student will be recommended to the Assistant Principal for disciplinary action.
- The student(s)'s name will be shared with the IB Faculty. A full report of the infraction history may be shared with any IB teacher upon a written request to the IB Coordinator.
- **Third Offense**
 - A parent conference will be held to discuss the infraction.
 - A written reprimand will be placed in the student's permanent record.
 - The student(s)'s name will be shared with the IB Faculty. A full report of the infraction history may be shared with any IB teacher upon a written request to the IB Coordinator.
 - The IB Coordinator may recommend to the Head of School that the student be removed from the course(s) in which the infraction(s) occurred. If appropriate, the IB Coordinator may recommend that the student(s) be withdrawn with a final grade of WF (Withdrawn Failing).
 - The IB Coordinator may recommend to the Head of School that the student be removed from the IB Diploma Programme.
 - The student will not be allowed to receive and/or wear the International Baccalaureate regalia at any ceremony for any course from which the student has been removed or from the Diploma Programme, if the student has been removed from the program in its entirety.

If the inquiry finds that there is evidence of academic misconduct and the assignment under inquiry is an externally-assessed assignment, then the student will be subject to the school's inquiry as well as actions to be taken by the IB for alleged breaches to the regulations under IB's *Academic Integrity* policy published in October 2019.

All information produced by the inquiry will be retained by the IB Coordinator for a period not to exceed three years from the date of the inquiry.

All information produced from an inquiry of academic misconduct that is verified may be shared with any teacher in the IB Diploma Programme during the student's tenure in the program.

Academic Integrity Policy Review

The DP Academic Integrity Policy is a living document, subject to ongoing review and revision with the IB DP Coordinator taking the lead role in keeping the school informed of the principles and practices established by IB. As such, the policy will be reviewed annually after the May exam session by the collective DP faculty.