



**Chambersburg Area Senior High School
International Baccalaureate Diploma Programme
Academic Honesty Policy**



One of the hallmarks of the IB Program is that it respects the students as mature learners, capable of engaging in a challenging academic curriculum and maintaining responsibility for their academic achievement. The IB Organization requires students to maintain the highest degree of ethical standards. In accordance with the IB Learner Profile (<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>), students are expected to be principled and act with integrity while also understanding the consequences of dishonest actions.

What Is Academic Misconduct?

According to the General Regulations, Article 20 of the IB Organization, academic misconduct is defined as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct.

Examples of Academic Misconduct

- Using or having available for use material that may provide assistance on an assessment other than what a teacher may specifically allow
- Receiving unauthorized help during an assessment (this includes submitting assignments that were edited by tutors, family members, etc.)
- Providing unauthorized help to another student prior to or during an assessment
- Submitting someone else's work or a close copy of it as one's own
- Providing work to someone else so that he/she may submit it or a close copy of it as his/her own
- Collaborating on an assignment unless the teacher specifically grants permission to do so
- Copying or paraphrasing published or unpublished work and submitting it as one's own without appropriate documentation (plagiarism)
- Using an electronically generated translation of text to be evaluated in a foreign language class.

NOTE: This list is not exhaustive.

Academic Honesty

The IB defines breaches of academic honesty as the following (General Regulations, Article 20):

- Plagiarism - the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- Collusion - supporting academic misconduct by another candidate
 - o Ex: allowing one's work to be copied or submitted for assessment by another
- Duplication of work - the presentation of the same work for different assessment

components and/or DP core requirements

- Misconduct during an IB examination
 - o Ex: taking unauthorized material into an examination
 - o Ex: behavior that disrupts the examination or distracts other candidates
 - o Ex: communicating with another candidate
- Behavior that gains an unfair advantage for a candidate or that affects the results of another candidate
 - o Ex: falsifying a CAS record
 - o Ex: disclosure of information about the content of an examination paper within 24 hours after a written examination via any form of communication/media
 - o Ex: stealing examination materials

How to Avoid Academic Misconduct and Academic Dishonesty

- Students should take responsibility for their own learning and turn in assignments that honestly reflect what they have learned.
- Students should produce and submit work that is wholly original or properly cited if using ideas from others.
- Unless a teacher specifically indicates otherwise, student work should be completed independently.
- If students are unclear about the limitations of academic integrity, they must clarify the situation with the teacher before making an error.
- Students should practice good time management to avoid situations where they might be tempted to take shortcuts, often at the cost of academic honesty.
- Students should adhere to ethical and honest practice during examinations.
- Students should understand that these guidelines apply to all work completed for a class, graded or ungraded, such as class work, homework, summer assignments, lab reports, etc.

Examples/Scenarios

Scenario 1:

Incorrect:

In writing the psychology IA, a student has found some really good information to include in the essay, but the student cannot remember from what source s/he found the information. So the student simply picks one of the sources s/he already cited and attributes the information to that source.

Correct:

The student should take the time to locate the original source from which that information came, correctly create a citation for that source, and include proper attribution/references within the essay to the correct source.

Scenario 2:

Incorrect:

An upperclassman is sitting at lunch listening to a friend complain about a particularly challenging assignment. The friend claims to have no time to do the assignment

properly. The upperclassman, who states that s/he still has that same assignment from a previous year, says that s/he'd be happy to let the student take a look at it to get some help. The student in a time-crunch agrees and reads over the other student's work to get some help on her/his own. The student, however, does not copy any of the student's answers.

Correct:

Even though the student in the time-crunch didn't copy any of the other student's answers, the scenario still hints at possible collusion. The upperclassman is allowing the other student to see his or her work, which may have significantly impacted what the student in the time-crunch eventually turned in. Thus, the assignment that the other student turned in may not purely be original. The upperclassman should not have given the other student his/her work. And the student in the time-crunch should decline the other student's offer and try to make time, if possible, to do his or her best work on the assessment. The student also could talk to the teacher who assigned the work to explain her or his situation.

Scenario 3:

Incorrect:

A student is editing her/his Extended Essay and knows that s/he typically struggles with grammar. The student got her/his aunt, who is a former English teacher, to help with proofreading.

Correct:

The Extended Essay is a reflection of the student's own writing and proofreading abilities. By getting the aunt to do the proofreading, the student is not submitting his/her purely original work. This situation counts as academic misconduct because the student has received unauthorized assistance. Instead, the student simply should proofread his/her own writing.

Procedures for Recording, Reporting, and Monitoring of Academic Integrity

Infractions of this code may constitute grounds for disciplinary action, academic sanctions, revoking of acceptance to the IB Program, and/or removal from the IB Program at any point during the two years of participation.

If a teacher feels that academic misconduct has occurred, the teacher should

1. Talk with the student involved and discuss the potential academic misconduct.
2. Follow the steps outlined below, depending on the level of offense.
3. Depending on the severity of the misconduct, the program coordinator may then need to provide the IB Organization with information concerning the case to see if IB will take action against the student's misconduct.

Level I Offense Definition: Academic dishonesty that involves a student's use of phrases or a few lines of text or a paragraph without proper citation. Most of the student's work is still his/her own. This includes assignments of any type.

1. Teacher/Student Conference
2. Student required to redo all or part of paper/project/assignment; no academic penalty
3. Referral to Grade-Level Office (warning issued and entered in files)

Level II Offense Definition: Academic dishonesty that is more serious than Level 1 Academic Dishonesty. It involves the student's use of multiple paragraphs of someone else's work, the use of someone else's ideas without the proper attribution, and/or repeated paraphrasing without proper attribution. While some of the work is the student's own, it is clear that significant portions of the student's work are not his/her own. Level II Academic Dishonesty also includes any degree of cheating on quizzes, tests, or other graded assessments. With respect to acts of plagiarism, it shall be the teacher's discretion, in consultation with the grade-level principal, to determine whether the act of plagiarism constitutes a Level I or Level II violation.

1. Teacher/Student Conference
2. Notification of parent(s) by teacher
3. Student required to redo all or part of paper/project/assignment, for an academic penalty of 50% of the total grade.
4. Referral to Grade-Level Office (Extended Detention to Suspension)

Level III Offense Definition: Level III occurs when the student has plagiarized or cheated, in any way, for the second time.

1. Teacher/Student Conference
2. Notification of parent(s) by teacher
3. No credit for assignment
4. Student required to redo all or part of paper/project/assignment, to demonstrate minimum proficiency of required content.
5. Referral to Grade-Level Office (Suspension 1-3 days)
6. Notification to National Honor Society Advisor

All infractions of academic dishonesty will be recorded in the student's discipline file. Violations of the academic integrity policy are cumulative for a student's entire school career.

Actions Taken by IB for Breaches to Regulations

According to the General Regulations, Article 21 of the IB Organization, when evidence of academic misconduct exists, the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case. The candidate is at risk for receiving no grade in the subject, prohibition from registration for future examination sessions, and withdrawal of their IB diploma.

Rights of the Student

In the case of a suspected violation of academic honesty, students may have a parent, peer, or teacher present in any discussion of the perceived incident.

Use of This Policy

This policy is a working document to be used by administrators, teachers, students, and parents to develop academic integrity as an essential practice in learning. Stakeholders will reflect upon this document and their practices often to ensure that students are developing the values and skills needed to avoid academic misconduct and become honest and ethical learners.

Roles of the Stakeholders

For maximum effect, all stakeholders should work together to promote academic integrity and to prevent any possible instances of academic misconduct.

Responsibilities of the Head of School

- Support teachers and the program coordinator in enforcing this academic honesty policy
- In the student and District handbooks, publish the definition and expectations of students with regard to plagiarism, as well as established consequences
- Keep a hard copy of this policy on file
- Participate in policy revision every two years

Responsibilities of the Program Coordinator

- Ensure that all stakeholders are aware of IB requirements regarding academic honesty, providing professional development if necessary
- Provide guidance and support to teachers and Head of School in enforcing this academic honesty policy
- Communicate the principles of academic integrity to parents and legal guardians
- Report instances of academic misconduct to school administration and/or the IB
- Review this policy with all students prior to assessment uploading
- Review information regarding examination misconduct with all students taking exams
- Participate in policy revision every two years
- Place this policy on the school's IB website
- Keep signed copies of the policy
- Keep a hard copy of this policy on file

Responsibilities of the Teachers

- Review the definition of plagiarism with their students and the expected ethical behavior on an annual basis
- Discuss the scope of academic responsibility and integrity in class, being sure to address collaboration versus collusion
- Assist students with organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty
- Provide a safe and encouraging learning environment that focuses on preventing academic dishonesty and misconduct.
- With support from the librarian, provide instruction of research and citation skills

Responsibilities of the Librarian

- Teach the research process
- In accordance with IB's *Effective Citing and Referencing Guide* (<https://www.ibo.org/contentassets/76d2b6d4731f44ff80ododo6d371a892/effective-citing-and-referencing-en.pdf>), teach the following: why to cite, what to cite, when to cite, and how to cite

Responsibilities of the IB Learner

- Read, understand, and uphold this Academic Honesty Policy
- Produce and submit work that is wholly original or properly cited if using ideas from others
- Seek clarification from a teacher if there is any doubt or question about academic integrity
- Sign a copy of this policy, to be kept on file with the program coordinator

Responsibilities of Parents/Legal Guardians

- Read and discuss this Academic Honesty Policy with their child
- Contact program coordinator with questions about the policy or potential instances of academic misconduct
- Encourage their child to produce and submit their own work

Measures to Provide Education and Support

In addition to the measures outlined above for each stakeholder group, the program coordinator and/or teachers will be available to offer additional sessions with various groups to provide further assistance if it is deemed necessary. These sessions could take the form of but are not limited to professional development for teachers, parent meetings, instructional lessons/activities with students, and meetings with students as needed.

Communicating the Academic Honesty Policy

The Academic Honesty Policy is introduced to all Year 1 parents and students and reviewed with Year 2 students each September. During this time, both students and parent signatures are required. The policy is also reviewed by the coordinator with all students prior to assessment uploading in March, and information regarding examination misconduct is reviewed in April. Signed copies of the policy are maintained by the coordinator.

Policy Revision and Access

The Academic Honesty Policy was created by a committee of stakeholders, including the following: IB Program Coordinator, Head of School, School Library Media Specialist, and IB teachers. This policy will be reviewed by this committee every two years, at the beginning of the school year. It will be accessible on the Chambersburg Area Senior High School's IB website, along with a hard copy in an IB file, which can be located in the Head of School's office as well as the DP coordinator's classroom.