
International Baccalaureate Diploma Program CHS Academic Honesty Policy

Updated for the 2023-24 School Year

Rationale/statement of purpose:

The Carmel High School IB Diploma Program strives to develop learners as described in the IB Learner Profile. Specifically, IB learners are principled, which means that: “They act 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.” The CHS community, including administration, teachers, parents, and students must work together to help students learn how to create unique pieces of work with integrity and honesty. This is especially important given the autonomy that IB Diploma students are given to learn and explore independently.

Student Responsibilities:

- Submit their own work
- Ask teachers or media center staff for help when unsure about academic honesty
- Properly credit the work of others
- Use the school’s plagiarism software to check their own work for plagiarism
- Keep assignments, tests, and details of assessments to themselves
- Report any suspected academic dishonesty to a staff member

Teacher Responsibilities:

- Model academic honesty in their own practices
- Explain the importance of academic honesty on assessments in their course
- Provide instruction on how to properly credit the work of others (summarizing, quoting, paraphrasing, citation manuals)
- Indicate clearly when collaborative work is permitted and when it is not
- Provide secure testing environments

- Use the school's plagiarism checker to check for plagiarism and assist students in accessing software to check their own work, if appropriate
- Stress the value of academic honesty in all disciplines and through all types of assessments, including IB internal and external assessments
- Communicate with students, parents, department heads, counselors, and/or administrators when academic misconduct occurs
- Provide students with fair, appropriate consequences for incidents of academic dishonesty, ensuring that such consequences are in line with both CHS and IB guidelines.

School Responsibilities:

- Cultivate a culture of academic honesty through fair and consistent implementation of this policy
- Communicate policies to students, staff, and parents regarding academic honesty, including IB external and internal assessments
- Assist teachers through professional development and resources to foster a culture of academic honesty
- Provide resources via the media center for all students and parents to access
- Provide secure testing environments
- Monitor and investigate all academic dishonesty issues in a timely and confidential manner

Parent Responsibilities:

- Emphasize the importance of academic honesty
- Be aware of the consequences of academic misconduct
- Support their child in creating authentic work
- Communicate with teachers and administrators to help their child prevent or resolve any issues concerning academic honesty

Measures taken to provide education and support:

Carmel High School's Media Center staff and online resources provide students access to the correct formatting and citation options to avoid academic dishonesty.

Teachers in grades 9-12 also provide resources to reinforce our academic honesty policy during instruction, testing, research, and writing. Teachers provide students with instruction and practice citing and acknowledging original authorship. Students routinely complete formative and summative assessments which help them learn to give credit to their sources in their research and writing. Teachers assist students in how to use standard style manuals, including MLA and APA formats.

Through teacher feedback and drafting of work, students gain practice in understanding how to properly quote, paraphrase, and summarize source material and are encouraged to ask questions about how to do so.

What is academic misconduct?

Academic misconduct occurs when a student engages in any behavior or uses any unauthorized device which gives the student an unfair advantage or represents another person's work as his/her own.

Examples of these behaviors include, but are not limited to, plagiarism, collusion, fabrication, and duplication. In addition, misconduct during formal exams or assessments is also classified as academic misconduct.

Specific examples and scenarios for these various types of misconduct are described below. This list provides examples, but is not exhaustive in describing behaviors that are classified as academic misconduct.

Plagiarism:

The act of representing another's ideas, processes, results, or words as one's own without giving appropriate credit. Photographs, charts, tables, maps, data, illustrations, works of art, music, dance, film and so on, must also have their source or origin referenced to avoid plagiarism. Students must give credit to original sources whenever quoting, paraphrasing, or summarizing material. For example, in Psychology, a student may fail to give proper credit to the sources of research. When students use Artificial Intelligence to create any portion of their work, the specific AI source must be clearly cited as a source of information. See your instructor for specific questions about if AI is allowed to be used on any particular assignment or assessment prior to using it as a source.

Collusion:

Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another. For example, a student in IB History gives a student from another period his outline to turn in, pretending it is his own.

Fabrication:

The intentional falsification or invention of any information (including information gathered from an experiment or study) or citation in an academic exercise. For example, in Math or Psychology, students might fabricate their own data to support their analysis/report. In Environmental S & S, students might intentionally create or make-up data. During labs for which students work in groups, students might falsely claim to have participated in data collection or writing the report. Another example of falsification could occur if a student misrepresents or invents a CAS project or experience.

Duplication:

The presentation of the same work for different assessments, assessment components, and/or diploma requirements. Students cannot recycle or reuse their previously submitted work from another course without citing its original use. For example, submitting the same or similar work for an internal assessment as well as an extended essay is not acceptable. Another example would be a student who duplicates example works that were modeled in class or provided by IB.

Exam and testing behavior:

- Copying answers
- Stealing exam papers
- Impersonating another candidate
- Disruptive behavior during an exam
- Bringing unauthorized material to an exam including notes, non-compliant calculator, or mobile device

- Passing on exam questions or answers to other students or assisting another student
- Sharing exam questions or answers with other candidates within 24 hours of an exam

Common Questions about Academic Honesty:

What is the difference between collaboration and collusion? Collaboration implies that there is permission by a teacher to complete an assignment or assessment collectively. Collaboration is done in the spirit of honesty and academic support. Collusion implies that students are working with others without the teacher's knowledge or permission. Collusion is done in the spirit of dishonesty and academic shortcutting. An example of collusion would be a student who gives other students answers to a test before they take it, while collaboration would be students studying together before the test using their own notes.

What should I do if I think another student is cheating? Any academic misconduct should be reported to the teacher or IB Diploma Coordinator.

Who should I ask if I don't know if I am doing something correctly? Any of our teachers or media center specialists are glad to help you with any questions or concerns about academic writing, procedures, or gray areas.

Procedures—reporting, recording and monitoring:

CHS has procedures in place to ensure consistency and fairness in the reporting, recording, and monitoring of academic misconduct. All steps in this process are recorded in the school's PowerSchool log to ensure that an accurate record is available to track any repetitive infractions.

For academic misconduct related to homework, coursework, or exams (not submitted to IB):

1. Teachers will conference with the student
2. Teachers will contact the parents
3. Teachers will provide an alternative assignment/assessment for the student to complete to replace the assignment/assessment where misconduct occurred. Support strategies will be used to assist the student as needed to complete the assignment/assessment.
4. Depending on the situation, the teacher may choose to complete an office referral.
5. After an investigation indicates academic dishonesty took place, the student's consequence for a first offense may result in an out of school suspension.
6. A second offense may lead to a withdrawal (W), if currently passing, or withdrawal while failing (WF) of the course.

In addition to the above procedures, any academic misconduct on work submitted to IB for internal or external assessment will be investigated and may result in additional consequences for the student. A detailed explanation of these consequences can be found on the IB website. To summarize the procedures, if questions arise about the authenticity of a student's work submitted to IB, an investigation will occur in which students will be allowed to make a statement about the incident. Then an IB

committee will review all information about the incident before making a decision about the incident. Consequences may include non-awarding points for the IB subject or non-awarding of the IB Diploma for the candidate.

It is important to note that students will not receive an academic penalty in addition to the disciplinary actions mentioned above for academic dishonesty. Rather, the student will be required to submit a new assessment, which may be modified at the teacher's discretion to allow them to demonstrate their academic skills. In addition, students will be given an adequate amount of time to complete any new work assigned.

Communication of Policy with Stakeholders

At the beginning of each school year, the IB Diploma Program Coordinator will meet with all IB Diploma students to discuss school policies, including the academic honesty policy. All IB DP policies are available on the school website and within Canvas courses so that parents, students, and teachers can access the policies as needed.

The DP Coordinator will review all policies with teachers each year, and provide a dedicated on-boarding for any new teacher or counselors unfamiliar with the IB DP. Teachers will acknowledge annually that they have reviewed the policies of the IB DP. In addition, the policy will be communicated annually to the media center specialists and administrators whose role it is to support students and assist teachers in carrying out this policy.

Development & Policy Review

Key stakeholders -- teachers, administrators, parents, and students -- were involved in framing this policy. The academic honesty policy will be reviewed annually to ensure the document reflects current standards and practices both for IB and Carmel Clay Schools.