

# Academic Integrity Policy

**Harrison Central School District**

*International Baccalaureate Diploma Program*



## **A. Philosophy:**

As a learning community committed to academic excellence and personal integrity, The Harrison Central School District (HCSD) emphasizes a principled learning process for all students that recognizes and nurtures creativity and curiosity while respecting the ethics of personal integrity and ownership of ideas. Principled learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and the broader community.

### ***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.

### ***Thinkers***

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Harrison students are encouraged to access opportunities to actively engage and collaborate throughout the learning process. Students must also learn to differentiate between the knowledge and skills that they have gained through their studies and that which is the intellectual property of others.

Guided by this philosophy, this policy seeks to accomplish the following:

- Define the associated terms and additional guidance required to support a common understanding of academic honesty throughout the entire learning community;
- Establish the roles and responsibilities of the various groups within the learning community (student, teacher, school, parent);
- Identify possible actions resulting from transgressions that violate the principles of academic honesty;
- Ensure that the policy is transparent by communicating the policy and subsequent reviews of the policy with all members of the learning community.

## **B. Definitions**

***Academic Honesty*** is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.

***Academic Misconduct*** is defined by IB Organization as the 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. Types of academic misconduct include: plagiarism, collusion, duplication of work, and unfair practice. Definitions of these are found below.

**Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

- Any representation of others' work as your own
- Work that is not cited and appropriately referenced in submissions
- Copying information from a book or a website
- Misuse of quotation marks, paraphrasing, and in-text citations that makes authorship unclear
- Failure to identify source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc) from which you've derived your work
- Using online language translators unless explicitly allowed

**Collusion** is defined as supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another student.

- Helping someone else cheat both deliberately and through support
- Allowing your work to be copied and/or submitted by another student
- Representing significantly unequal work as an equal collaboration
- Writing a paper or doing homework for another student, either at the time or by sharing completed work with students who take a course in the future
- Sharing information about assessment content and questions with other students

**Duplication of Work** is defined as copying assignments completed by another student or copying answers provided by another student on an assessment. It includes the presentation of the same work for different assessment components or submitting work completed for previous courses or assignments.

**Unfair Practice** is any other behavior that gives an unfair advantage to a student or that affects the results of another student. Sharing passwords, using unauthorized material

- Disclosing information about assessments
- Falsifying data
- Altering grades
- Falsifying records
- Misconduct during testing times
- Purposefully absenting oneself from assessments

*Additional guidance, including explanations and resources for understanding academic misconduct and dishonesty and for teaching students the skills to avoid plagiarism, is available on the [Harrison High School Library website](#).*

### C. Examples of Malpractice

- Fabrication of data: this is defined as manufacturing data for an experiment and for mathematical exploration/project
- Disregarding the IB DP Examination Code of Conduct: this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct
- Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination
- Submitting to IBO someone else's work
- Copying the work of another candidate
- Allowing a peer to copy your work
- Not acknowledging sources
- Asking another person to write your work
- Falsifying data used in an assignment
- Falsifying CAS records and journals
- Stealing examination material and/or exam papers
- Bringing unauthorized material into the examining room. Examples: notes, unauthorized software on a graphing calculator, cell phones
- Disrupting behavior during exams
- Impersonating another candidate
- The use of artificial intelligence software websites in the assistance of constructing an assignment

### D. How to Avoid Malpractice

Members of the entire learning community share in the responsibility of promoting academic honesty.

***The role of Students:*** “Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviors constitute academic misconduct” (*Academic Honesty in the IB Educational Context*, August 2014, p.8) As such, it is the role of the student to:

- exercise academic honesty in all aspects of their work;
- understand what constitutes plagiarism, collusion, duplicating work, and unfair advantage;
- properly credit the work of others using appropriate citations;
- take responsibility for their own work;

- understand that the purpose of assessment is to demonstrate his/her own progress;
- avoid taking part in conversations or practices that would provide themselves or others with an unfair advantage.
- acknowledge in writing that their work submitted for grading is their own and is properly cited.

***The role of Teachers:*** “Teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study.” (*Academic Honesty in the IB Educational Context*, August 2014, p. 12) As such, it is the role of the teacher to:

- explain what academic honesty means in specific terms and educate students regarding the expectations for employing academically honest practices in all facets of their course;
- educate students on the differences between collaboration and collusion;
- educate students on the meaning of intellectual property as well as how to properly credit another’s work through paraphrasing, summarizing, quoting, and citation;
- model positive academic practice and be vigilant in addressing malpractice in a timely manner.
- monitor the authenticity of student work through the use of software such as Turn it In.

***The Role of the Library Media Specialist:*** The Library Media Specialist has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The LMS provides guidance to students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners.

***The Role of the Diploma Program Coordinator:*** The role of the Diploma Program Coordinator is to Ensure that students understand clearly the IBO expectations regarding academic honesty and to ensure that the school’s academic honesty policy is aligned with IB expectations and undergoes a periodic review. The coordinator will further ensure that candidates and other stakeholders are provided with relevant information about examination regulations and clarify any misconceptions that may arise.

***The Role of Administrators:*** “Schools should employ the attributes of the IB learner profile...when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities. These practices should be clearly communicated to all members of the school community and modeled at a level appropriate for the age of the student.” (*Academic Honesty in the IB Educational Context*, August 2014, p. 8) As such, it is the role of administrators to:

- provide guidance for faculty and students in instances of academic misconduct and take proper action;

- maintain fairness and consistency;
- keep records of misconduct to ensure consistency and also highlight trends;
- communicate with families and students regarding consequences of academic misconduct;
- model and support positive academic practice.
- Purposefully absenting themselves from assessments\* check

***The Role of Families:*** As members of the school community, it is the role of guiding family members to:

- understand and reinforce the expectations of the Academic Honesty Policy;
- encourage their child to exercise academic honesty in all aspects of their work;
- encourage their child to actively participate in a culture of academic honesty in school.

## **E. Monitoring Practices Specific to IB Assessment**

### **External Assessments:**

- Prior to external exams students are provided with the IB regulations regarding assessment practices and conduct during the exams
- Assessment regulations are posted throughout the school prior to exam administration.
- Proctors are trained prior to the administration of exams
- The School abides by the regulations of IB Conduct for examinations

### **Internal Assessments:**

- Teachers closely monitor the development of each student's IA to ensure the authenticity of the students work
- Teachers have access to anti plagiarism software
- Students acknowledge in writing that all IA submissions are the product of their own labors

## **F. Consequences for Academic Misconduct**

To underscore the importance of these principles, the *HCS D Academic Honesty Policy* has been developed in accordance with the District's *Code of Conduct*. Students who engage in academic misconduct are subject to all of the possible consequences detailed in the *Code of Conduct*.

## **G. Communication of this Policy**

The District will work to ensure that the community is aware of this Academic Honesty Policy by:

- Posting the policy on the schools' websites, including any annual updates and other amendments in a timely manner;

- Providing copies of the policy to all students and reviewing it with students at the beginning of each school year;
- Providing a copy of the policy to all parents or persons in parental relation to students before the beginning of each school year through the *Parent Portal* and making the copy available thereafter upon request;
- Providing each teacher with a copy of the policy.

A committee of stakeholders will facilitate a review of the Academic Honesty Policy every year and update it as necessary. In conducting the review, the committee will consider how effective the Policy's provisions have been and whether the Policy has been applied fairly and consistently.