

# Palmer High School

## Academic Integrity Policy

At Palmer High School, we believe that students and staff should act with integrity and academic honesty at all times. Palmer High School's Academic Honesty Policy is designed to define and clarify the expectations of faculty, students, and families in regard to the instruction and submission of authentic work. The purpose of the policy is for stakeholders to gain a greater understanding of the types of academic dishonesty and examine their roles and responsibilities in preventing all forms of academic dishonesty. Palmer High School's mission is to prepare life-long learners, community assets, and citizens of integrity; Palmer High School believes that producing academic work with integrity is an essential component of that mission.

This document includes:

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## Mission and Vision Statements

### **IB Mission**

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

### **Palmer High School Vision**

To create a culture of caring and a culture where we believe in every student and their ability to learn.

### **Palmer High School Mission**

To prepare life-long learners, community assets, and citizens of integrity.

# Definitions of Academic Misconduct

In order for all stakeholders to undertake their role and responsibilities in preventing academic dishonesty, standardized definitions are provided below.

**Plagiarism:** the representation of the ideas or work of another person as one's own.

Examples include:

- Submitting an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- Failure to use quotation marks to signal that one is using another person's precise words.
- Failure to identify (cite) the source of quotations and paraphrases.
- Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

**Collusion:** supporting another student or assisting another student's academic dishonesty.

Examples include:

- Writing a paper or other project for another student.
- Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- Assisting another student on a take-home examination, paper, homework assignment, or other project (if not authorized by the instructor).
- Sharing information regarding assessment content and questions with other students.

**Cheating:** the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project.

Examples include:

- Copying answers from another student's examination, paper, homework assignment, with or without that person's consent.
- Providing work to be copied (collusion).
- Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor.

**Fabrication:** the creation of false data or citations.

Examples include:

- Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project.
- Fabrication of a citation: Inventing a citation for a research paper or other project.
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor in order to claim an error in grading.

**Duplication of work:** Using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study.

Examples include:

- Submitting a paper or project in more than one course for a grade
- Submitting a lab report for more than one course without discussing it with the instructors of both courses

# Rights and Responsibilities

Each stakeholder of Palmer High School has rights and responsibilities regarding the five fundamentals of academic integrity: honesty, trust, fairness, respect, and responsibility. The following outlines the responsibilities of each stakeholder regarding the production of academically honest work.

## Student Responsibilities:

- Read and sign the Academic Honesty Policy
- Ensure that all work submitted for assessment is authentic, with the work or ideas others fully and correctly acknowledged.
- Comply with all internal school deadlines
- Understand the definitions of what is considered academic dishonesty
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed
- Talk to the IB Coordinator when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress
- Understand the proper way of citing or acknowledging original authorship of works or ideas (MLA for English, History and Math classes, APA for Experimental Sciences and Psychology)
- Report incidences of academic dishonesty to school staff and help cultivate a culture of academic honesty at their school
- Understand the consequences of academic dishonesty

## Parent Responsibilities:

- Read the Academic Integrity Policy and contact PHS if questions arise.
- Encourage students to practice academic honesty and communicate challenges with teachers.
- Encourage students to help cultivate a culture of academic honesty at PHS.

## Teacher Responsibilities:

The central responsibility of teachers is to ensure that students understand what constitutes good practice in terms of academic integrity. Teachers must explicitly teach the approaches to learning skills that students need in order to produce work that meets Palmer High School and the International Baccalaureate's high standards of academic integrity. Additionally, teachers need to model academic integrity by citing the sources they use in the production of classroom presentations, materials and assignments. Additionally, teachers must:

- Review the Academic Integrity Policy with each class, including how to report academic dishonesty.
- Ensure that lessons related to Academic Integrity are delivered in a timely manner and

that lessons include the key components of academic integrity: honesty, fairness, trust, responsibility, and respect. This includes making clear for students the expectations of a task that relate to academic integrity.

- Understand and implement all school policies
- Demonstrate and model academic honesty in all presentations and projects
- Provide guidance to students on study skills, academic writing, research, and acknowledging sources
- Encourage students to communicate with you when they feel their circumstances merit a modified due date or assignment
- Purposefully monitor testing environments
- Confirm, to the best of their knowledge, that all work accepted or submitted for IB assessment is the authentic work of each candidate
- Instruct students in the use of Turnitin.com and refer to the originality reports to detect plagiarism
- Record incidents of academic dishonesty with school administration
- Ensure that lessons outlined in the PHS Academic Integrity Instructional Map are taught in a timely manner. (This Instructional Map is included at the conclusion of this document; it is still a work in progress, with an anticipated first use date of August, 2022).

#### Palmer High School Responsibilities

- Maintain a subscription to Turnitin.com,
- Ensure that all staff understand what constitutes academic integrity by:
  - Offering materials and professional development required for the instruction of academic integrity to students, especially as relates to their instructional area assigned on the Academic Integrity Instructional Map
  - Offering opportunity for staff to contribute to the ongoing revisions of the Academic Integrity Policy
  - Providing all PHS staff with an account on Turnitin.com and instruction on how to use the account with students
  - Investigate documented reports of academic dishonesty, including an investigation of what happened and what the student's motivations for committing academic dishonesty were, following up with the student's parents/guardians and team of teachers, and checking in with the student at least once within the semester, especially regarding the student's motivations for committing academic dishonesty.
  - Document and report academic dishonesty and malpractice on IB assessments to the IBO.
- Ensure all students and families understand what constitutes academic integrity by:
  - Providing students with instruction in the classroom and during class meetings on

academic integrity.

- Providing printed copies of the Academic Integrity Policy in the front office.
- Providing electronic copies via the Palmer High School website, the Principal Post, and in the beginning-of-the-year communications to families.

## Sanctions and Monitoring Processes

Palmer High School follows the MSBSD policies for documenting, sanctioning, and monitoring instances of academic dishonesty.

If a teacher finds an instance of academic dishonesty, they should:

- Discuss their findings with the student
- Contact the student's parents/guardians and provide a summary of the assignment and academic honesty violations, and provide a summary of the discussion they had with the student.
- Report the academic dishonesty and provide summaries of the conversations with the student and his or her parents/guardians to the Palmer High administrative team. At this point, teachers can indicate whether the issue is closed or whether additional follow through and/or sanctions are merited.

After the Palmer High administrative team receives the teacher report, their processes may include the following:

- Contacting the student and his or her parents/guardians to discuss the infraction
- Assign sanctions as consequences. Those sanctions may include any of the following:
  - Student will not earn credit (zero) for the work in question.
  - Student may be given an opportunity to resubmit the assignment.
  - The student may have a copy of the teacher's referral placed in their student file
  - The student may receive detention or suspension, as merited.
  - If the student participates in the I.B. program at any level, notification will be sent to the IB coordinator so that additional follow through and/or monitoring can happen.
- After discussions have been held and consequences assigned, the administrative team will follow up with the teacher who first reported the academic dishonesty to summarize their findings and sanctions.
- The administrative team may notify the student's teachers of the incident, motivations, and consequences so that they can all participate in the monitoring process that follows.

One of the most important aspects of teaching academically honest behaviors is following through with students when they fail to meet the standard of academic honesty. At all points in the reporting process, teachers and administrators should seek to understand the student's motivations for committing the infraction so that they can follow-up with the student in the coming weeks. Students may need additional instruction in what academic dishonesty looks like; they may need a check in regarding external stressors that led to the academically dishonest action; they may need the opportunity to have their work reviewed by their instructors before submission.

If the student who committed the infraction is in an I.B. class, his or her infraction may be reported at one of the meetings for instructors of I.B. courses. The intent behind reporting this infraction is to notify teachers that a student may need additional support and/or notify teachers of a gap in instruction regarding academic honesty.

## Connections to other Policies

### Academic Integrity and Access

Palmer High School relies on valid, accurate, and fair assessments of students' abilities in the courses they take in preparation for participation in the IB Diploma Program.

### Academic Integrity and Language

Palmer High School's Academic Integrity Policy includes clear definitions, rights and responsibilities, sanctions and monitoring processes, and steps for teaching students about academic integrity, including within their Language A and B courses.

### Assessment and Academic Integrity

In order for assessments to be fair and accurate, students and teachers must complete work at the highest level of academic integrity. The assessment policy provides clear definitions and expectations for the types of assessments completed, and the Academic Integrity policy outlines the steps teachers and students must take in order to ensure that these assessments are completed and completed in such a manner that it reflects the student's own authentic work.

### Academic Integrity and Inclusion

At Palmer High School, teachers and students should act with integrity and academic honesty. Teachers are responsible for teaching, assessing, and requiring the use of evidence of academic integrity in their classrooms. Students are provided with the lessons they need to complete work with integrity and are provided resources if they need additional support.

## Policy Review Calendar

### August

- A copy of the PHS Academic Integrity Policy will be provided to staff via hard copy at a fall staff meeting and electronic copy via e-mail, posting on the PHS website, and in the PHS Staff Google Classroom.
- Staff will review the policy in beginning of the year department meetings and forward any concerns that arise to the administrative team via their department chair.

### December:

- Notification will go out to staff of the January review of this policy. At this time, staff can forward concerns, ideas, etc. to the admin team via their department chair.
- Notification will go out to students during their end-of-semester instructor feedback surveys. Students will be able to submit concerns, questions, ideas, etc. about the policy to the PHS admin team at that time.
- Notification will go out to parents/guardians via the December Principal Post. If parents/guardians have concerns, ideas, etc., they can send them to the PHS admin team.
- The PHS admin team will compile responses and forward them to the I.B. coordinator for discussion at the January meeting.

### Spring Semester

- At some point in the spring semester, opportunities to discuss the policy will be available at department meetings, IB meetings, and Foundations Team meetings. Representatives of all three groups will get together to discuss possible revisions, and an updated draft will be sent to PHS staff for comment.

### May

- Staff will have the opportunity to discuss the policy and adopt any revisions. The new policy will be revised and ready for distribution in August.

## PHS Academic Honesty Instructional MAP—DRAFT

	Grade 9/Year 1	Grade 10/Year 2	Grade 11/Year 3	Grade 12/Year 4
English	Paraphrase and summary Citing evidence from the text	Building a works cited page/bibliography	How to not plagiarize ideas Citing poetry and prose	
Social Sciences	(Civics, Health) Citing images, audio, and visual	(World History) How to deal with Wikipedia  <a href="#">Common Sense Media lesson on fake news and newspaper bias</a>	(US History) How to cite other researchers' research.	(Electives) Ethical issues related to academic honesty
Mathematics	Copying vs. Collaboration Use of online calculators or answer keys	Use and abuse of graphing calculators		
Experimental Sciences	(Biology) Collaboration vs. Cheating	(Physical Science) Paraphrasing research	(IB Science) Citing tables, graphs, etc.	(Science Electives)
Art	Citing YouTube tutorials, video clips		Citations for scholarly research (MLA-specifics, citing different media)	
Culinary	“Clone” Plagiarism			
Auto	“Clone” Plagiarism			
Woods	“Clone” Plagiarism			
Music	Practice logs & Sight-reading	Audition tapes & Academic		

	exercises: collaboration vs. cheating	Honesty		
Tech classes & ?	<a href="#">Common Sense media lesson on Hoaxes and Fakes</a>	<a href="#">Common Sense media lesson: The Big Data Dilemma</a>		
PE/Health	<a href="#">Common Sense Media lesson: My Digital Life is Like... (The Role of Digital Media in our lives)</a>			
Class Meetings	<a href="#">Common Sense Media lesson: Protecting Online Reputations</a>	<a href="#">Common Sense Media lesson: What You Send in "That Moment When..." Acting with empathy and positivity online</a>		
Electives	Extra review of PHS Academic Honesty Policy			
Library Orientation				

Other Common Sense Media Lessons  
10th Grade

Social Media and How You Feel

How can you use social media in a way that feels positive and healthy?

**MEDIA BALANCE & WELL-BEING**

### Risk Check for New Tech

What privacy risks do new technologies present, and how do we decide if they're worth it?

PRIVACY & SECURITY

### Curated Lives

How can I create a social media presence that represents the real me?

DIGITAL FOOTPRINT & IDENTITY

### Rewarding Relationships

How can I make sure my relationships are positive and healthy?

RELATIONSHIPS & COMMUNICATION

### Countering Hate Speech Online

How can we counter online hate speech and xenophobia?

CYBERBULLYING, DIGITAL DRAMA & HATE SPEECH

### Challenging Confirmation Bias

How can we challenge our own confirmation bias?

NEWS & MEDIA LITERACY

## 11<sup>th</sup> Grade

### Can Media Be Addictive

Media Balance and Well-Being

### How Young is Too Young for Social Media

Privacy and Security

### Who's Looking at Your Digital Footprint

Digital Footprint and Identity

### Connecting with Digital Audiences

Relationships and communication

### Online Disinhibition and Cyberbullying

Cyberbullying, digital drama, and hate speech

Clicks for Cash  
News and Media Literacy

12<sup>th</sup> Grade

The Health Effects of Screen Time  
Media Balance and Well being

Debating the Privacy Line  
Privacy and Security

The Change you want to See  
Digital Footprint and identity

We are Civil Communicators  
Relationships and Communication

Should Online Hate Speech be Censored?]  
Cyberbullying, digital drams, and ahte speech

Filter Bubble Trouble  
News and Media Literacy

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January 2020 Review Team Leader: Cheryl Williams

References and Resources:

- Handbook of Procedures for the Diploma Program, IBO, 2013.
- IBO General Regulations: Diploma Program, IBO, 2011
- IBO Academic Honesty, IBO, 2009
- Special Educational Needs Policy, Vanguard High School, Marion County Public Schools, March 2014.
- Language Policy, Vanguard High School, Marion County Public Schools, March 2014.
- Assessment Policy, Vanguard High School, Marion County Public Schools, March 2014.
- Student Code of Conduct, Marion County Public Schools, 2013.
- Suncoast Community High School Academic Honesty Policy, Palm Beach County Public Schools, 2012.
- South Fork High School Academic Honesty Policy, Martin County Public Schools, 2013.