



# DOUGLAS COUNTY HIGH SCHOOL IB FEEDER ACADEMIC INTEGRITY POLICY

## Guiding Principles & Philosophy

The DCHS community embraces individual growth, collaborative spirit, intellectual curiosity, creativity and life-long learning skills. We provide diverse and challenging opportunities in an atmosphere that fosters global mindedness, mutual respect and support.

We believe that the pursuit of learning must be authentically motivated by risk-taking, and perpetually energized by the desire for personal growth. This process requires learners to be inquirers by developing skills for research and thinking in order to gain a clear understanding of what they genuinely know and how it is communicated. Such understanding enables students to be knowledgeable and contribute to intellectual growth which allows learners to make authentic caring contributions to their community. The value of being principled in this learning system resides in the development of self and being open-minded to the recognition of what one can contribute to others. Consequently, efforts to substitute genuine learning with fabrications and appearances erode the foundation of academics, equating falsehood with truth and preventing the development of relationships rooted in trust and honesty. In our effort to foster “mutual respect and support” we recognize the need to uphold the ideals of education. It is essential for students to commit themselves to balancing their time and presenting work that reflects their efforts and their talents.

This policy represents our effort to ensure that all parties involved understand what expectations we have for academic integrity. We want to enable instructors to have flexibility to address concerns in a manner that aligns with their classes while maintaining a consistent understanding of our expectations as International Baccalaureate programmes.

## Academic Misconduct

Academic misconduct is any behavior that attempts to gain an unfair advantage or that attempts to misrepresent student accomplishments through deception or by actively assisting in deception. MYP: From Principles into Practice states academic misconduct includes, but is not limited to:

- Plagiarism—the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgment. For example presenting work that is not your own may be deliberate or it may be the result of a failure to properly document/credit the source. There are rules, or conventions, about how to cite someone else’s work, and those rules must be followed. An example of acceptable conventions in Douglas County High School IB Feeder is MLA.
- Collusion—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another. Examples include allowing work to be copied, providing answers to assessments or to work that is intended to be completed individually or completing work for someone else.
- Duplication of work—the presentation of the same work for different assessment components. For example submitting, presenting or using the same work or slightly altered work for different assessment components and/or requirements is considered a duplication of work.

- Any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections). Examples include the inappropriate use of devices, notes or other means to supplement individual understanding during an examination as well as acquiring information about an assessment prior to taking the assessment.

Consequences for academic misconduct include:

- 1st offense - warning given; parent contact; opportunity to resubmit or receive a zero
- 2nd offense - discipline referral to administration; parent contact; no opportunity to resubmit work. For students in IBDP, warning that 3rd offense will result in removal from the Diploma Programme.
- 3rd offense - discipline referral to administration for escalated consequences up to and including suspension from school; parent contact; no opportunity to resubmit work. For IBDP students, removal from Diploma Programme.

## Student Responsibilities

Students will adhere to the expectations of the IB Learner Profile. Students will acknowledge that Academic Integrity is a necessary part of their education and act with honesty and integrity. Students will take pride in their original thoughts and will value their own work. Students will utilize appropriate citations and include a works cited page. Students will refuse to participate in any form of academic dishonesty. Students will accept consequences for their actions.

Note: “The IB does not prescribe which style of referencing or citation method should be used by students. However, the minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers as applicable.” (MYP: From principles into practice, p. 38).

## Administration’s Responsibilities

Support teachers and staff in the development and application of consistent academic integrity policies and procedures. Inform stakeholders of the Academic Integrity Policy, the penalties for infractions, and appeal procedures available to students. Apply penalties consistently and fairly when infractions occur, in accordance with the established Douglas County High School IB Feeder Academic Integrity Policy. Maintain records of infractions, and communicate with appropriate staff as necessary.

## Teacher Responsibilities

Teachers will include the designated portion of the “DCHS Feeder Academic Integrity Policy” in their class policies. Teachers will define malpractice including: plagiarism, duplication and collusion. Teachers will explain the consequences of academic misconduct including the impact on the student’s grade, the documentation of the incident and the contacting of parents. A second infraction will result in the referral to the school administration. Teachers will provide information to students regarding proper citation of sources for written as well as verbal presentations. Teachers will conference with and provide opportunities for students to become familiar with the process of proper citation. Teachers will have the option to use “turn-it-in” or other software to verify the authenticity of student work.

## Parent Responsibilities

Parents agree to become aware of the policies and expectations related to academic integrity. Parents will be appropriately active and engaged in their student’s coursework. Parents will strive to keep an open

dialogue with their student (s) and about all aspects of academic misconduct and its impact to the entire community. Parents will encourage and support their student's self-reflection when confronted with issues of academic dishonesty. Parents agree to communicate with appropriate staff about any questions or concerns.

## Works Cited

*MYP: From Principles into Practice*, May 2014, p. 35, 95.