

Academic Integrity Policy

Purpose of the Academic Integrity Policy

The purpose of this policy is to educate our school community, including students, teachers, parents, and staff, about the definition of academic integrity, its value to education and society, and the practices that promote and support academic integrity. The policy will also define types of academic dishonesty and outline consequences for not following the Academic Integrity Policy. This policy applies to all members of the RHS community including students, teachers and staff, except where otherwise specifically noted.

Following the practices of Academic Integrity supports students in their education and careers and develops ethical behavior. In particular, these practices align with Roosevelt High School values and development of the following IB Learner Profile traits:

- **Principled:** We act with integrity and honesty and take responsibility for our actions inside and outside of the classroom.
- **Communicators:** We express ourselves and our ideas confidently and creatively in a variety of modes of communication.
- **Caring:** We care for others and aim to serve.
- **Thinkers:** We think deeply to solve problems and make ethical decisions within a global context.
- **Reflective:** We think about what we've learned from a variety of experiences inside and outside the classroom and how to apply our new knowledge to future experiences.

Academic Integrity means:

- Making ethical choices with opportunities created by AI tools.
- Students “learn by talking about what it means to act with academic integrity and seeing it role-modeled around them.” (IB Academic Integrity Policy, updated March 2023)
- Respecting and acknowledging the intellectual property of others, including other people’s ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. It is acceptable to use the intellectual property of others, with permission and acknowledgement. Students must always credit where they have got the information used. For formal assignments, this should be in both the body of the written work and on the Works Cited page at the end, using the appropriate referencing format.

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- Submitting authentic pieces of work based on the student's individual and original ideas, with the ideas and work of others fully acknowledged. This includes the work of artists and writers whose work has inspired the student's own creativity.
- Planning ahead, so the student does not have to complete work at the last minute. Cutting and pasting from the internet or copying someone else's work may save time but are considered to be cheating and will not help a student to learn.
- Writing assignments that include development of a student's own ideas through problem solving, comparison, precise hypothesis, analysis, etc.
- Students writing in their own voice, not just in their own words. Students making the work personal and uniquely their own.
- Paraphrasing as a legitimate way of using a source. Paraphrasing with citation means to take another person's words and integrate them into a student's own work. Paraphrasing is preferable to quoting another's words directly as it helps the student to show their understanding of the meaning of another person's words.
- Keeping good records of sources of words, ideas, data, diagrams, tables, graphs and pictures and other information used in assignments in order to create proper citations.
- Using the appropriate referencing format consistently and accurately.
- Collaborating with others. "In collaborative projects, (students) must exhibit a balanced behavior recognizing the collaboration of other team members and granting fair recognition to their own participation." (IB Academic Integrity Policy, updated March 2023)

Artificial Intelligence (AI): "Students need to be aware that the IB does not regard any work produced - even only in part- by AI tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography." (IB Academic Integrity Policy, updated March 2023)

Academic Misconduct is defined as the purposeful or unintentional behavior which may result in a student gaining an unfair advantage. This behavior often negatively affects others by taking credit for their work, thoughts and ideas. This could include any of the following:

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Plagiarism is defined as passing off of the ideas or work of another person as the student’s own. Building off the work of others is acceptable, but should be done in consultation with the teacher so that students learn discipline-specific expectations for what is acceptable.

Collusion is defined as allowing one’s work to be copied or submitted by another student.

Duplication of Work is defined as submitting the same work for two different assignments or assessments.

Fabrication of Data is making up data rather than collecting it from various experiments or researching to find accurate data to support a claim (Dhaka 3-4).

Who Is Responsible for Preventing Academic Misconduct?

<i>Student Responsibilities</i>	<ul style="list-style-type: none"> ● Read and understand the Academic Integrity Policy. ● Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged, and understand that it is an opportunity to receive feedback on learning and make plans for improvement. ● Ensure that summative assessment work is authentically their own, with the work or ideas of 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 teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce stress. ● Understand the proper way of citing or acknowledging original authorship of works or ideas. ● Report malpractice and help cultivate a culture of academic integrity at their school. ● Understand the consequences of academic dishonesty and malpractice. ● Follow IB and/or other formal assessment policies and procedures (Vanguard, 2020).
<i>Teacher Responsibilities</i>	<ul style="list-style-type: none"> ● Begin each semester by reviewing the Academic Integrity Policy with each class including the system used for reporting malpractice.

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	<ul style="list-style-type: none"> ● Confirm, to the best of your knowledge, that all work accepted from students and/or submitted to the IB for assessment is the authentic work of each student. ● Understand and implement the RHS Academic Integrity Policy. ● Demonstrate and model Academic Integrity in all presentations and projects. ● Provide instruction, guidance and practice lessons to students on integral study skills, academic writing, research, and acknowledging sources as it pertains to your discipline. ● When needed, access RHS support for use of correct MLA and APA citations--engage RHS Media Center specialist and/or IB coordinators for support with delivering instruction. ● Clearly define behavioral expectations for assessments; purposefully monitor testing environments. ● Report and record academic dishonesty on a discipline referral (Vanguard, 2020).
<p><i>Administration, IB Coordinators, Testing Coordinator & Media Specialist Responsibilities</i></p>	<ul style="list-style-type: none"> ● Ensure that all students, parents, and teachers understand what constitutes academic integrity by providing ongoing training, printed instruction, and additional resources when needed. ● Ensure that all policies are posted on the Roosevelt High School website. ● Facilitate maintaining and updating the Academic Integrity Policy as needed/required to meet IB requirements. ● Plan and monitor standardized testing sessions. This includes training any staff/community member directly involved with standardized testing with the policies/procedures required to maintain academic integrity during exams. ● Support teachers in educating students about the Academic Integrity Policy. . ● Maintain parent contact and participate in the investigation of academic dishonesty and malpractice. ● Document and report academic dishonesty and malpractice to IBO when necessary. ● Provide timely reminders and reviews of the IB Learner Profile (Vanguard, 2020).
<p><i>Caregiver Responsibilities</i></p>	<ul style="list-style-type: none"> ● Encourage their student to plan each assignment so that they can meet deadlines. ● Offer support to students in setting up a schedule to complete work and meet deadlines. ● Support their student in completing their own work. ● Communicate with the school if they need help understanding the requirements of student's courses. ● If their student is having difficulty with their work, encourage them to ask a teacher for advice (Copenhagen, 2020).

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Responding to Infractions

First Infraction

For a first infraction:

- The student will be counseled by the teacher and will receive education around avoiding the specific infraction in the future in order to promote better choices and academic success.
- The student is required to redo the task or complete a replacement with the potential to earn full credit. Refusal to do the assignment within the agreed upon timeframe will result in no credit in the grade book. Regardless of the final score, teachers will note the incident in Infinite Campus.

Second Infraction

If a student commits academic misconduct a second time during the course, the teacher will follow the steps above, and:

- Refer the student to a dean, who will document the infraction as a referral in Infinite Campus.
- The dean, alongside counselor, and/or teacher, will discuss how the student will move forward to avoid academic misconduct in the future. The dean and counselor will notify caregivers of the infraction and consequences.
- The student will complete the assignment in the presence of the teacher for partial credit based on the weight of the assignment and the severity of the infraction. Refusal to do the assignment within the agreed upon timeframe will result in no credit for the assignment.

Third & further Infractions:

- Caregivers will be called in for a meeting to discuss the infraction with the student, an administrator, the dean, and the teacher. The discussion will focus on the previous conversations, and how the student will move forward to avoid academic misconduct in the future.
- The dean will document the infraction as a referral in Infinite Campus.
- The student will complete the assignment in the presence of the teacher for partial credit based on the weight of the assignment and the severity of the infraction. Refusal to do the assignment within the agreed upon timeframe will result in no credit for the assignment.

For Diploma Program and Career-related Program participants

During IB Internal and External Assessments, suspected cases of academic misconduct will be investigated by the International Baccalaureate Organization (IB). If academic misconduct is found to have happened, the IBO may do any of the following: decide not to issue a score for the subject, withdraw previously awarded scores,

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prohibit the student from registering for further examination sessions, and deny the award of an IB Diploma or Career Certificate.

Student responsibilities during formal Internal Assessments (IAs) and External Assessments (“exams”)

- Complete all work in adherence to the principles of academic integrity
- Sign a pledge attesting that the work submitted is entirely his or her own

Teacher responsibilities during formal Internal Assessments (IAs) and External Assessments (“exams”)

- Verify that all work submitted is the student’s own
- Sign a pledge attesting that he or she has checked the work to ensure it is the student’s own

Further details regarding IBO regulations regarding Academic Malpractice and IBO procedures for investigating cases of malpractice, see the *IBO General Regulations: Diploma Programme and the Conduct of the Examinations* documents found on the RHS IB website.

Policy Review

This policy will be revisited every five years by a committee led by the IB coordinator(s) and including a member of the Administration, the Media Specialist, an Instructional Leadership Team member, and teachers from MYP/DP and non-IB classes representing various subject areas. Revisions will be submitted to the Instructional Leadership Team, Operations Leadership Team, Site Council, and IB Coordinators for final approval.

Works Cited

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