

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ACADEMIC INTEGRITY POLICY



IB Diploma Programme Coordinator

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RCSD IB DIPLOMA PROGRAMME ACADEMIC INTEGRITY POLICY

Section I: Philosophy

The mission of the Rye City School District (RCSD), in partnership with the community, is to ensure that every student is capable of becoming a life-long learner who can thrive in a global environment as a self-reliant and socially responsible citizen. To realize this mission, our schools will provide an engaging, challenging, personalized program that supports each individual's talents and potential, in a fiscally responsible manner.

Rye High School (RHS) is a community that promotes respect, trust, and honesty, both in personal interactions and in academics. Academic integrity, the practice of approaching scholarly and academic work in a responsible, honest fashion, is essential for independent learning and growth.

Therefore, this policy seeks to accomplish the following:

- Define terms and provide 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, administration, parent);
- Identify the possible due process 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.

Section II: Definitions

- **Academic Integrity**: defined by the IB Organization, academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work.¹

RHS defines academic integrity the development of one's own ideas; the citing and crediting all sources consulted, including artificial intelligence tools; avoidance of false documentation or sources; and trustworthiness during assessments.

¹ International Baccalaureate. "Academic Integrity." *International Baccalaureate*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>. Accessed 29 December 2023.

- **Academic Misconduct:** 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:** IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.” This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.
 - **Collusion:** Collusion covers those cases where students have used a common write-up for a group rather than written their own. All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team.
 - **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:** any other behavior that gives an unfair advantage to a student or that affects the results of another student. Examples of unfair practice include:
 - Sharing passwords;
 - Using unauthorized material;
 - Disclosing information about assessments;
 - Falsifying data;
 - Altering grades;
 - Falsifying records;
 - Misconduct during testing times, and
 - Purposefully absenting oneself from assessments²

² International Baccalaureate. “Academic Integrity.” *International Baccalaureate*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>. Accessed 29 December 2023.

RHS defines examples of violations of Academic Integrity, also known as Academic Dishonesty, as plagiarism; cheating on assessments; unauthorized use of artificial intelligence tools (i.e. ChatGPT, My AI, Photomath...); resubmission of one's own work; unapproved collaboration; and complicity with any academic dishonesty.

Additional guidance, including explanations and resources for understanding academic misconduct and dishonesty and for teaching students the skills to avoid plagiarism can be found at [the Academic Integrity PDF](#) from IB and on the [Rye High School website](#).

Section III: Examples of Misconduct

Below are examples of academic misconduct. This list is not exhaustive and should not be considered as the only markers of misconduct. The list provides a common understanding of what constitutes academic misconduct.

Examples of Academic Misconduct:

- 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. (i.e. notes, unauthorized software on a graphing calculator, cell phones)
- Disrupting behavior during exams
- Impersonating another candidate

- The use of artificial intelligence software websites, applications, and/or platforms in the assistance of constructing an assignment.

Students have the right to appeal against school and IB decisions. The IB Academic Integrity policy states that, “An appeal will only be considered if there is evidence that the IB has failed to follow its processes correctly or new evidence is present that was unknown to the IB at the time of the original decision.”³

Additional guidance, including explanations and resources for understanding academic misconduct and dishonesty, for teaching students the skills to avoid plagiarism, and the student appeal process can be found at [the Academic Integrity PDF](#) from IB.

Section IV: Role of Stakeholders in Ensuring Academic Integrity

Part of the Rye Commitment is ensuring that all stakeholders “take responsibility of overseeing the education of our children in an equitable, inclusive environment” and provides the assurances students receive an education that helps them become “socially responsible, caring citizens who can think critically, communicate effectively, collaborate and creatively solve problems.”⁴ Therefore, every stakeholder is responsible for playing an important role in promoting academic honesty and integrity.

The Role of the Student

The IB’s mission statement is clear about the active role students have in their own learning. Students are not just recipients of content, but are also expected to create content and complete assessments that are authentic and genuine, and a true reflection of their personal level of achievement. Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers.⁵

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;

³ International Baccalaureate. “Academic Integrity.” *International Baccalaureate*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>. Accessed 29 December 2023.

⁴ Rye City School District. “The Rye Commitment.” *Rye City School District*, <https://www.ryeschools.org/about-us/the-rye-commitment>. Accessed 30 December 2023.

⁵ International Baccalaureate. “Academic Integrity.” *International Baccalaureate*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>. Accessed 29 December 2023.

- 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 the Teacher

Teachers should have an extensive understanding of the requirements for teaching IB subjects regardless of the programme and should receive the necessary support from the school to attend IB-designed professional development workshops. With a detailed knowledge of the regulations, policies and subject guides teachers will be able to offer adequate and fair support to their students, while they develop a conscientious and responsible attitude to their learning process, allowing them to understand the ethical implications of all scholarly work.

- Make sure that students are able to locate the school's academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school's academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements with regard to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practice your chosen referencing or bibliography format.
- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching.

The Role of the Library Media Specialist

The Library Media Specialist (LMS) 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 Programme Coordinator

The programme coordinators are responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school. As pedagogical leaders, they must maintain excellent communication with the team of teachers, with the students and their parents or legal guardians.

The coordinators must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training specified by the IB and that the other resources required for teaching, for example library, laboratories and computer equipment, receive sufficient budget.

To facilitate the tasks of those involved in IB programmes, the coordinators must ensure that all regulations, policies and subject guides are easily located both in printed format in the library and electronic in the school's web portal.

The Role of the School Leadership Team

Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team. It should inspire all members of the community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.⁶

As such, it is the role of the school leadership team to:

- Provide guidance for faculty and students in instances of academic misconduct and take proper action
- Maintain fairness and consistency;

⁶ International Baccalaureate. "Academic Integrity." *International Baccalaureate*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>. Accessed 29 December 2023.

- 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.

The Role of the Family

Parents and legal guardians play a crucial role in the education process, which includes reinforcing the values and importance of academic integrity. This is particularly important when it comes to an education in one of the IB programmes, given the wide recognition that institutions of higher education and other end-users have granted to IB graduates for many years. Therefore, school leadership, programme coordinators and teachers must commit to an honest and open conversation with parents and legal guardians, emphasizing the position the school has in upholding the IB's principle of academic integrity and the commitment expected from all members of the school community.⁷

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- Support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity
- Understand school internal policies and procedures that safeguard the authenticity of their children's work
- Support their children in planning a manageable workload so they can allocate time effectively
- Understand what constitutes student academic misconduct and its consequences
- Understand what constitutes school maladministration and its consequences
- Report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- Abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

⁷ International Baccalaureate. "Academic Integrity." *International Baccalaureate*, <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>. Accessed 29 December 2023.

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Section V: 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 student's work
- Teachers have access to anti-plagiarism software
- Students acknowledge in writing that all IA submissions are the product of their own labors

Section VI: Consequences for Academic Dishonesty and Misconduct

To underscore the importance of these principles, the RCSD 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. The RCSD Academic Honesty Policy can be found [here](#).

Section VII: Communication

The Rye City School District Academic Integrity Policy for the IB Diploma Programme has been distributed and communicated to all stakeholders. The Academic Integrity Policy has also shared this policy by:

- Posting the policy on the schools' websites, including any annual updates and other amendments in a timely matter;
- 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 digitally and making a paper copy available upon request;
- Providing each teacher with a copy of the policy.
- A Google Form sent out to parents, guardians and students that requires them to submit acknowledgement and understanding of both the IB Academic Integrity Policy and Rye High School Academic Honesty 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 equitably and consistently.