

Westbury High School International Baccalaureate Diploma Programme Academic Honesty and Integrity Policy

We at Westbury High School are committed to promoting academic excellence, social development, and emotional growth of our students as lifelong learners who will contribute to an ever-changing world and global society. Our goal is to create an empowering, collaborative and supportive learning environment that promotes maximum success for **ALL** students. The purpose of this document is to affirm together the importance of maintaining a learning process that has integrity and authenticity along with providing guidance on practices that support academic honesty and integrity. As an International Baccalaureate world school, Westbury High School is committed to delivering with integrity the International Baccalaureate Diploma Programme curriculum that sets as its aim to create a better world through education, promote intercultural understanding on a global scale and foster in our students the lifelong learning traits embodied in the learner profile.

Academic misconduct is a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components. Unfortunately, the International Baccalaureate Programme has communicated that there have been situations in which students have been investigated for alleged “academic misconduct.” To ensure, our Westbury High School Community has knowledge of what constitutes academic misconduct, categories of academic misconduct are documented below.

- **Plagiarism:** The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion:** Supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work:** The presentation of the same work for different assessment components and/or Diploma Programme core requirements
 - Examples of misconduct during a Westbury High School examination include: taking unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students and communicating with another student during the examination.
- **Misconduct** during an International Baccalaureate examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or Communicating with another candidate)

- **Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach to International Baccalaureate regulations.

For further information on investigation procedures and outcomes, please refer to the publication Academic integrity policy: [Publication Academic integrity policy](#)

Responsibilities of school:

In order to mitigate against the possibility of academic misconduct, Westbury High School will continue to subscribe to and instruct students in the use of Turnitin.com. This application will become the venue by which students submit extended written responses for all subjects. Upon submission, the application produces a “Similarity Report” which shows the teacher if there are any portions of the essay that may be copied.

Simultaneously, teachers will instruct students how to avoid the potential for plagiarism and academic dishonesty in general by guiding them through the process, sharing best practices, recommended online resources, etc. while upholding the five fundamentals of honesty, trust, fairness, respect and responsibility. These resources are helpful in discerning which documents and sources provide meaningful and usable content. Furthermore, the school will provide instruction on academic integrity best practices through mini lessons and school wide academic integrity and honesty presentations.

Artificial intelligence use:

According to the International Baccalaureate Organization:

The International Baccalaureate Organization believes that artificial intelligence (AI) technology will become part of our everyday lives—like spell checkers, translation software and calculators. We, therefore, need to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively. The International Baccalaureate Organization is not going to ban the use of such software but will work with schools to help them support their students on how to use these tools ethically in line with our principles of academic integrity.

Students should be aware that the International Baccalaureate Organization does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that 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. As with current practice, an essay which is predominantly quoted will not get many, if any, marks with an International Baccalaureate Organization mark scheme.

[**Statement from the IB about ChatGPT and artificial intelligence in assessment and education - International Baccalaureate®**](#)

Furthermore, as artificial intelligence text generators like ChatGPT quickly evolve there is a pressing and immediate need to know when and where artificial intelligence has been used by students. Turnitin.com has recently launched an artificial intelligence software to help educators identify when artificial intelligence writing tools have been used in a student's submission. In order to mitigate against the possibility of academic misconduct, Westbury High School will continue to subscribe to and instruct students and staff in the use of this software.

Academic honesty in progress:

Academic honesty is achieved by completing work honestly and where appropriate, independently. When an assignment requires the use of ideas or work from others, students must always acknowledge the source used to complete the work. When paraphrasing the ideas of others, in addition to acknowledging the source, students must develop their own unique style and expression in their own work choice. Students conducting research on the internet must understand that even though these ideas are in the public domain or may not have individual authors, the principles of academic honesty demand that one identify the website address and the date of access. To avoid plagiarism, students must cite in the text where they have used external courses or ideas. Materials such as photographs, maps, data, or graphs drawn from internet sources must also be properly acknowledged.

Students will find that developing a responsible research and writing process will aid in the achievement of original work. In the early phases of preparing an assignment, students should read and take notes to internalize an individual understanding of concepts and ideas. Notes should be organized with sources identified. When the process of drafting a paper begins, students should develop an outline to illustrate scope and organization of their presentation. Also, they should consult with their teacher if there are any questions about what constitutes common knowledge and what needs to be sourced. Avoiding procrastination and beginning the research and writing process early can be a significant step in developing original work. Teachers who monitor the writing process through formal and informal checkpoints provide a climate of support for the time management and discipline that students need to create authentic assessment work.

Student responsibilities:

In relation to all academic work conducted at Westbury High School, students are expected:

- To not use work from one part of the diploma Programme to fulfill the requirements of another part.
- To complete all academic work with integrity and honesty.
- To not allow other candidates to copy or submit work claiming the work as their own.
- To acknowledge the sources of words or ideas that are not their own.
- To use proper citation and referencing techniques when creating a presentation or paper that requires research.

- Maintain passing grades on all assignments in all International Baccalaureate Diploma courses throughout the two year sequence.

Teacher responsibilities:

Teachers are expected to support students in their efforts to complete their academic work with honesty and integrity by:

- Providing instruction on what constitutes good academic practice.
- Model the characteristics of the Principled Learner Profile.
- Provide instruction on what constitutes plagiarism.
- Outlining the differences between collaboration and collusion on daily homework and other formative assessments.
- Instructing students on proper referencing and citation techniques consistent with your subject area.
- Monitoring and supporting the process of creating authentic work by providing students with checkpoints or project timelines and giving guidance on outlines and drafts where appropriate.
- Actively monitoring all quizzes, tests and examinations to ensure the testing environment is fair and consistent for all students.
- Ensuring that students have a full understanding of the expectations and guidelines of all subjects.
- Ensuring that students understand what constitutes academic misconduct and its possible consequences.
- Planning a manageable workload so students can allocate time effectively to produce work according to the International Baccalaureate Organizations expectations.
- Reporting violations of the academic dishonesty policy to building administration and the International Baccalaureate Diploma Programme Coordinator.
- Meeting with students who commit academic malpractice.
- Notifying the parents of students who commit academic misconduct.

Parent responsibilities:

Parents are expected to support a climate of academic honesty and integrity in the school community by:

- Reading the academic honesty policy and becoming familiar with the school expectations for completing academic work with integrity.
- Reviewing the policy with their child to ensure they have a complete understanding of what constitutes good academic practice and what constitutes academic misconduct as well as the consequences for academic misconduct.
- Supporting teachers and administrators in maintaining an environment that promotes and fosters academic honesty.
- Encouraging their child to plan each assignment.
- Providing support with the scheduling of their work, as they may have many assignments to complete.
- Establishing a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.

- Encouraging their child to ask their teacher for advice if they are having difficulty with their work.

Administration responsibilities:

Building administrators and the International Baccalaureate Diploma Programme Coordinator are expected to support a climate of academic honesty and integrity in the school by:

- Posting the academic honesty policy to staff, students, and the school community.
- Providing teachers with instructional tools, resources and professional development to support the development of ethics and integrity and the practice of academic honesty in their classroom.
- Promoting a consistent application of the academic honesty policy in the school building.
- Ensuring the consequences of the academic honesty policy are applied in a fair and consistent manner, for example employing the principles of due process in the investigation of serious academic misconduct.

Student support:

A variety of academic structures have been established for students who need support after entering the International Baccalaureate program. All teachers will provide students with academic support on an ongoing basis through extra help (Dragon time) that is offered each day after school from 2:05 pm to 2:35 pm. Furthermore, students are provided with the opportunity to attend the Saturday Academy where they can receive extra help in the areas they feel necessary. Furthermore, our school counselors are available to assist students in developing plans for improving self management, time management and academic study skills. Lastly, students are also encouraged to ask their programme coordinator, International Baccalaureate Diploma Programme teachers or the school library media specialist for guidance and support.

Consequences of academic misconduct

In cases of academic malpractice for daily assignments or formative assessments (e.g. homework, essays and tests) for an individual course, teachers are required to meet with the students, notify the parents/guardians, and then determine the academic consequences for breach of regulations. Teachers are expected to evaluate each case individually and take into consideration the circumstances surrounding academic misconduct before rendering a decision. In some cases, students may not be eligible for grade for the assignment, which may adversely affect their course grade. It is in the teachers' discretion to determine whether a student may submit a replacement assignment for consideration. If the breach is related to an official state, national or International Baccalaureate assessment, the teacher will inform the administration who will then invoke the policies and procedures for the investigation of the violation as prescribed by the appropriate authority over the assessment.

In the cases of official International Baccalaureate internal and external assessments, the International Baccalaureate Diploma Programme Coordinator must be notified so an

investigation can be undertaken. The steps of the investigative process are defined in the International Baccalaureate publication Academic Integrity. If academic misconduct is identified before submission of an internal or external assessment, the school will conduct the investigation according to its own academic honesty policy and determine whether a student's work can be authenticated and submitted . If it is not eligible for submission, the student will receive a grade F for an internal assessment component or it will be marked as a "nonsubmission" for an external assessment component. In either of these cases, a student would not be eligible for a final course grade in the subject in question.

If academic misconduct is identified after submission of uploaded work or during a written examination, the school will notify the international Baccalaureate immediately and follow the direction of International Baccalaureate authorities with regard to the requirements of the investigation. After an official investigation is completed by the school, the information will be forwarded to International Baccalaureate authorities and a decision will be rendered to dismiss or uphold the allegations of malpractice. In the case of less serious academic misconduct, students may receive a mark of a zero for an assessment but still be eligible to complete the remaining assessments and earn an International Baccalaureate course grade. Students deemed to have committed serious academic misconduct according to International Baccalaureate authorities on an internal assessment or external assessment will not be eligible to receive a grade for the International Baccalaureate course in question, and therefore will not be awarded an International Baccalaureate Diploma.

Academic Honesty Policy Summary

All Westbury High School Students, with the guidance of their parents and teachers, will hold themselves to the highest standards of honesty and integrity in order to become principled, critical thinkers in all aspects of their lives. Students will be confident that all academic work they create is an original product that represents their current level of knowledge and skill, with appropriate citations. If a student is suspected of academic misconduct (all forms of cheating, including plagiarism, collusion, and duplication of work), the Westbury High School Code of Conduct will be upheld consistently and fairly.

Links to other written policies:

Admissions Policy

Students are required to successfully complete good academic work throughout their assessments in order to proceed to subsequent academic courses. Although Westbury High School maintains an open enrollment policy for students who are interested and motivated, students that do not complete prerequisite course requirements are not permitted to enroll in International Baccalaureate Diploma Programme courses or to undertake the International Baccalaureate diploma. Faculty and guidance counselors utilize assessments when making recommendations for future course selections for students. They are also considered when analyzing and determining recommendations for admittance into the International Baccalaureate Diploma Programme and individual diploma course enrollment.

☰ Inclusion Policy

Since Westbury High Schools admissions policy is an open enrollment policy, we support the inclusion of all students regardless of Special Education status. Prospective International Baccalaureate Diploma candidates with learning disabilities or physical impairments are informed about their rights with regards to accommodations and modifications. They will be provided with testing and other assessment modifications as outlined in their individualized Education Plans (IEP) or 504 plans. If the International Baccalaureate Organization (IBO) allows for similar accommodations during summative examinations, the students will be provided with them, after formal approval is sought and received. All accommodations provided when special needs students take International Baccalaureate exams are based on the approved procedures and practices of the International Baccalaureate Organization, which may differ to some extent from the assessment modifications outlined in the students local IEP and 504 Plan. These modifications do not constitute academic misconduct.

☰ Assessment Policy

The primary purpose of assessment at Westbury High school is to support student learning. International Baccalaureate teachers at Westbury High School use assessment to inform instructional decisions, to better understand the academic needs of individual students, and to analyze the effectiveness of instruction. Effective teaching will prepare students for both formative and summative assessments which are designed to measure understanding of course aims and objectives. These assessments are used to measure and report student understanding to students, parents and teachers; provide ongoing and consistent feedback to students and teachers; and to guide decisions about instructional content and practice. Throughout the assessment process students are expected to follow the guidelines of the academic honesty and integrity policy.

Academic Honesty and Integrity Policy Review Process:

This policy is a living, breathing document. It has been created using International Baccalaureate support materials, models graciously shared from other International Baccalaureate World Schools, as well as Westbury High School district data and input from stakeholders in the International Baccalaureate learning community. It is an ongoing process that will be systematically reviewed, evaluated and modified as needed by the International Baccalaureate Diploma Programme faculty, coordinators and administrators.

* Last Updated & Reviewed 05/2024