Henry Foss High School
International Baccalaureate
Diploma Program
Middle Years Program

Academic Integrity Policy

Introduction

Our Mission Statement: Henry Foss High School develops every student to be inquiring, knowledgeable, and reflective through intercultural understanding and respect.

Our Vision Statement: Henry Foss High School will graduate every student with an International Baccalaureate (IB) education that prepares them for college, career, and life.

Our Equity and Access Statement: We believe that every student, staff, and community stakeholder should be treated equitably. Our focus is to eliminate disparities among all groups.

Henry Foss High School is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Henry Foss High School, we share an assumption of academic integrity at all levels. Violations of academic integrity are a serious matter because they threaten the atmosphere of trust, fairness, and respect essential to learning and the dissemination of knowledge.

In situations involving suspected violations of academic integrity, procedures and sanctions established for the Hearing Board (see below) shall be followed. Students are expected to be aware of and to abide by the school's Academic Integrity Policy. Additionally, faculty members are urged to review course policies regarding academic integrity with their classes. As an IB World School, Foss must also adhere to the general regulations set forth by the International Baccalaureate Organization.

Learner Profile Traits

Students will be held to demonstrating evidence of the relevant learner profile traits by maintaining high principles, a caring attitude, a disposition of thinking, reflecting, and inquiring before acting. If an individual truly embraces these traits, there will be few incidents of academic dishonesty because students will understand what a culture of deep learning looks like.

Honor Code

Students shall be honor bound to refrain from violating this Academic Integrity Policy. Students shall be honor bound to take actions to stop all violations of this policy in which they witness. Inaction implies that one condones inappropriate behavior. Living in a manner that is consistent with this code and the learner profile traits will produce an atmosphere of trust, freedom, and integrity necessary for

the successful achievement of each student at Henry Foss High School. Without maintaining a high standard of honesty and conduct, the reputation of the school and the IB Programmes are compromised.

Violations of Academic Integrity

Both IB and Foss consider violations of the Academic Integrity Policy as a serious matter. If the Academic Integrity Hearing Board finds that a student has breached the Academic Integrity Policy, the student will no longer be in "good standing" in the program. A severe breach in the Academic Integrity Policy may result in exit from the IB Diploma Programme, as applicable.

Violations of academic integrity can take many forms, but all share the characteristic of gaining for the violator an unfair advantage over other students in their classes. Violations include but are not limited to the following categories:

Plagiarism, which is appropriating and representing as one's own: someone else's words, ideas, research, images, music, video, or other work. This includes using papers or parts of papers that are purchased or that are written without compensation for a student by someone else. Copying or using material from public sources without proper citation, including material from the Internet, is also plagiarism even if the material appears authorless.

Misrepresenting one's own work, which includes submitting the same homework, paper, lab or other work, or parts thereof, for credit in more than one course without the prior permission of the instructors for all the courses; and misrepresenting one's attendance in class or at events required of students enrolled in a course (e.g., viewing films, attending concerts, or visiting museums).

Unauthorized collaboration with other students on course work, which includes working together on projects designed to be independent work; copying another student's work; and seeking or providing inappropriate oral or written assistance that would give the recipient an advantage over other students in an exam, quiz, or other course exercise.

Cheating on examinations, which includes the unauthorized use of notes, books, electronic devices, crib sheets, body art, or verbal or non-verbal communication to receive or give answers; giving or receiving help from another person on a take-home exam; acquiring a test, or removing it from a room when not permitted; or deliberately missing a class period to avoid an assignment or test.

Violation of honesty in research, which includes falsifying or inventing sources, data, results or evidence; hiding, destroying, or refusing to return sources to prevent others from using them; and using Cliff Notes, Spark Notes or online sources instead of reading required texts.

Forging, falsifying, or misappropriating information or documents, including signatures, documentation of an illness or emergency, or turning in the homework of others with your name.

Responsibilities

The Foss community recognizes the importance of the Academic Integrity Policy to ensure Foss High School maintains a high standard of honesty and conduct throughout their programmes.

The high school administrators shall:

- Support teachers in their clear teaching of ways for students to avoid malpractice.
- Work with theCoordinator and the teachers to update the Academic Integrity Policy on a regular basis.
- Investigate cases of malpractice.
- Know and understand the consequences of being found guilty of malpractice.

The Foss staff shall:

- Teach students how to use the words and ideas of others appropriately to support their own oral and written communication. Teach students how to use citations correctly.
- Structure assignments and tests to minimize the opportunity for student dishonesty and malpractice. Student work may be submitted for online plagiarism checking (such as www.Turnitin.com).
- Make it clear to students when and how they can collaborate with each other on assignments.
- Be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- Make students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process.
- Make students aware of the consequences of academic dishonesty.

The Foss students shall:

- Learn the correct methods of source citation, including for internet sources, and ask teachers for guidance. All students are expected to be aware of the rules for citing others' work.
- Ensure that all the work they submit is their own work. Not engage in any form of academic dishonesty at any time, including collusion, duplication of work, plagiarism, and all other forms of cheating.
- Work collaboratively only in appropriate circumstances. Students are encouraged to form study groups, but they should always ask their teachers for clarification about what type of collaboration is appropriate before working with other students.
- Inform a staff member when they are aware that another student or students have conducted academic dishonesty.
- Be aware that 1) teachers will submit work to plagiarism checkers and 2) examiners are aware of what is an appropriate use of citation.

Response to Suspected Violations of Academic Integrity

1. If a faculty member has reason to suspect violations of academic integrity, the following actions are taken:

    a. On work that contributes to an IB score, whether an *internal assessment* or an *external assessment* in which the student has already signed the coversheet or the work has already been submitted to IB, the matter will be immediately referred to the /coordinator, who will follow the steps referenced in Articles 20–25 of *General Regulations: Diploma Programme (2014)* and any specific procedures set forth in section A8 (Academic Honesty) in *the Handbook of Procedures for the Diploma Programme*, published yearly by the IBO.

    b. For all other work, the faculty member may consult with the department chair, coordinator, or administration regarding the suspicion of a violation.

    c. The faculty member notifies the student and parent that they suspect a violation of academic integrity and that an appropriate response will be made.

d. The faculty member meets with the student as a part of the process of determining if a violation of academic integrity has occurred. This meeting may, at the faculty member's discretion, include the department chair, coordinator, and/or administration. If the student is not available on campus because the semester has ended or for other reasons, the meeting can happen by phone, mail, or e-mail. If the student is unreachable, then the faculty member determines responsibility based on the available evidence.

e. If the faculty member determines that a violation of academic integrity has occurred, they are **required** to submit to the coordinator and student's administrator an *Academic Integrity Incident Report* (available from the coordinator), including reasonable documentation of the violation. The report should also indicate penalties the instructor intends to impose and if the instructor recommends further sanctions through the Hearing Board process. (In this regard, faculty should recognize that the primary responsibility of the school is to educate students and to treat breaches of academic honesty as learning opportunities.) The faculty member must provide a copy of the form to the student. The instructional coach/coordinator will then inform the faculty member if this is the student's first offense or not.

f. If there has been no prior reported violation of academic integrity, the penalties imposed by the faculty member conclude the case unless either the student appeals the faculty member's decision, or the faculty member asks for a Hearing Board. If either the student or faculty member asks for a Hearing Board, the school principal (or a designee) will meet with both parties to seek an appropriate resolution. The principal may also consult with the department chair or coordinator. If no resolution is possible, a Hearing Board will be convened.

2. When step 1e is reached and if a previous violation of academic integrity has been reported to the coordinator, the following actions are taken:

   a. The coordinator notifies the faculty member that at least one previous case has been reported.

   b. The coordinator refers the matter to the principal with a recommendation that a Hearing Board be convened to consider the case and to apply appropriate sanctions (see the next section). All *Academic Integrity Incident Reports* pertaining to the student are forwarded to the Hearing Board and the faculty member may be consulted by the Hearing Board. Depending on the gravity of the offense, the Hearing Board may impose any of the sanctions described in Step 4 of the Hearing Board procedures listed below.

3. *Academic Integrity Incident Report* forms are retained in the students' confidential discipline file maintained by the administration to provide a record of violations of academic integrity for a Hearing Board should a student be the subject of more than one report. *Academic Integrity Incident Reports* are disposed of in accordance with the district's student archival process.

4. Contents of the *Academic Integrity Incident Report* and subsequent Hearing Board actions are revealed only with the written consent of the student, unless otherwise permitted or required by the Family Educational Rights and Privacy Act (FERPA)

5. No entry is made on the student's academic transcript of a violation of academic integrity.

Hearing Board Procedures in Matters of Academic Integrity

The Hearing Board functions as a fact-finding group so that it may determine an appropriate resolution to the charge of a violation of academic integrity. Its hearings are informal, and the parties directly involved are expected to participate. To make knowingly false statements or to otherwise act with malicious intent within the provisions of Hearing Board procedures shall constitute grounds for further charges of violations of academic integrity.

1. If an integrity incident has been referred to the Hearing Board, a Hearing Board is convened to review the case.

2. The Hearing Board consists of the Principal or their designee (Chair), the coordinator, and two faculty members selected by the coordinator. The parties directly involved may have one other person present who is not an attorney. The Principal designates a secretary, responsible for recording the salient issues before the Board and the actions of the Board.

3. The parties involved are asked to submit written statements and any written statements submitted are circulated by the chair to the members of the Hearing Board. All parties have the right to appear before the Hearing Board and may be asked to appear before the Hearing Board, but the hearing may proceed regardless of failure to appear. The Hearing Board reviews written statements submitted by the parties and any such other relevant material that the chair of the Hearing Board deems necessary. In hearings involving charges of plagiarism, the Hearing Board may make a judgment that plagiarism has occurred on grounds other than a comparison of the student's work with the original material. Internal stylistic evidence, comparison of the work that is suspect with other written work by the same student, or the student's inability to answer questions on what he or she has written, may each support a judgment of plagiarism. When all presentations are complete, the Hearing Board, in executive session, reaches its resolution of the problem.

4. The Hearing Board may find the allegations not to be factual, or the Hearing Board may impose remedies or sanctions. Remedies and sanctions include, but are not limited to, warning, reprimand, grade penalty (in assignment or class), removal from the course, detention, suspension from all extra-curricular athletics and activities, exclusion or removal from elected office, suspension, and/or expulsion from school. The decision of the Hearing Board is final.

Further Consequences of a Hearing Board Decision

Both IB and Foss consider violations of the Academic Integrity policy as a serious matter. If the Academic Integrity Hearing Board finds that a student has breached the Integrity Policy, the student will no longer be in "good standing" in the program. As part of the Assessment Policy and as recommended by the IB Organization, students may not be eligible to sit for IB Exams if they are not in good standing. A severe breach in the Integrity Policy may result in exit from the Diploma Programmes, as applicable.

Henry Foss High School
Academic Integrity Incident Report

Submission of this report provides a formal notice that the indicated student was determined to have violated the *Academic Integrity Policy*.

Student Name:		ID Number:
Course in which incident occurred:	Date of incident:	
Teacher:		Teacher Phone:

1. Briefly indicate the nature of the incident (e.g. plagiarism, cheating, etc.):

2. Describe the intended sanction or penalty:

3. Please attach the following:

    a. Your complete statement describing the incident and your interactions with the student.

    b. An addition to your complete statement if there are details regarding the intended sanction or penalty that were not described above.

    c. The relevant evidence or documentation of the incident. (Should the student be the subject of another incident report, this documentation may serve as reference material for a Hearing Board.)

Upon receipt of this report, the coordinator will reply to the instructor to verify if this is the first such report on this student. If this is the first report, then the instructor may implement the intended sanction or penalty. If this is not the first report, then the student may be subject to a Hearing Board and the instructor should await instructions from the instructional coach/coordinator or principal before implementing a sanction.

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Instructor Signature and Date

Please send this report plus documentation in a sealed envelope marked "CONFIDENTIAL" to the instructional coach/coordinator. Please provide the student and student's assistant principal a copy of your complete report as required by program policy.

Henry Foss High School
Findings of the Hearing Board

Student Name:		ID Number:
Course in which incident occurred:	Date of incident:	
Teacher:		Teacher Phone:

1. Briefly indicate the nature of the incident (e.g. plagiarism, cheating, etc.):

2. Describe the intended sanction or penalty:

Hearing Board Chair (Please print.) _____

Chair Signature _____Date _____

Board Member (Please print.) _____

Member Signature _____Date _____

Board Member (Please print.) _____

Member Signature _____Date _____

Coordinator Name (Please print.) _____

ICC Signature _____Date _____