

## IDEA College Preparatory Donna International Baccalaureate Diploma Programme Academic Honesty Policy

### Introduction

According to IB, academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills (IBO, Academic Honesty, 2009).

#### Our Mission Statement

IDEA College Preparatory Donna is rewriting the story of underprivileged communities by creating a positive learning environment that equips students with the academic, social and leadership skills and international mindedness that are required to succeed in college and our global society.

#### IB Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

At ICP Donna, we believe students who follow honesty guidelines are acquiring academic skills for their own benefit, which are expected to facilitate their learning process and success in future years. Our students are expected to strive to develop the attributes of the IB Learner Profile that are embedded throughout the curriculum and in the school's daily life.

Therefore, the IB Learner Profile is the cornerstone to our school's Academic Honesty Policy. ICP Donna's Academic Honesty Policy encourages our students to be Inquirers, Knowledgeable, Principled, Caring, Open-Minded, Risk-takers, Communicators, Thinkers, Balanced, and Reflective.

#### Academic Integrity (IBO, Academic Honesty, 2009)

- All students must think and act with integrity.
- Students must understand the importance of intellectual property.
- Students must know that there are many different forms of intellectual property.
- Students must recognize the difference between collaboration and collusion. Collaboration benefits all students, whereas collusion does not promote learning for any student.
- Any intellectual property that does not belong to the student must be identified and given credit. All work submitted must be the intellectual property of that student that expresses his or her own unique opinions and ideas.
- The imitation or heavy use of another source as a major influence on a student's assessment must be recognized in the assessment.
- Students will continually receive guidance on what academic integrity is and what is a breach of academic integrity. Thus, students are also encouraged to ask questions when in doubt.

## Forms and Definitions of Malpractice

ICP Donna's Academic Honesty Policy is based on definitions and guidelines set forth by the International Baccalaureate Organization (IBO, Academic Honesty, 2009).

### Cheating

- Using unauthorized answers or sources to receive credit for schoolwork.
- Some examples are looking at someone else's paper, copying from your notebook when you are supposed to use only your memory (e.g., on quizzes and tests), or copying someone else's homework because you did not complete yours.

### Plagiarism

- A form of cheating when you present another person's words or ideas as your own without giving the originator credit for the information.
- Some common examples of plagiarism are copying information from a book without using quotation marks and without including a bibliography at the end of the assignment listing the sources used. All information in academic assignments that is not common knowledge must be cited and documented.

### Collusion

- Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.
- For example, if two or more candidates have exactly the same introduction to an assignment, the final award committee will interpret this as collusion.

### Duplication of work

- The presentation of the same work for different assessment components and/or diploma requirements.
- For example, presenting a paper written for TOK for an assignment on a similar topic received in another class.

### Misconduct during an examination

- This includes the possession of unauthorized material and any breach of regulations.

### Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

- For example, texting or publishing this information on any type of social media.

## School General Guidelines

As outlined in the IDEA Student Code of Conduct, cheating or copying the work of another person, plagiarism and any other type of breach of academic honesty is prohibited at IDEA College Preparatory Donna. Malpractice is a serious misbehavior similar to theft. When students cheat or plagiarize, teachers are unable to judge whether they have the knowledge or skills to master the taught objectives because the student used the ideas of others to complete the assignment. For this reason, at the beginning of both, junior and senior years, students receive and sign a copy of the *Ethical Practice* document created by IB to educate students in regards to "help" websites. They also sign a copy of this Academic Honesty Policy at the same time.

## **Consequences for Breach of Academic Honesty**

The following consequences apply to 100% of the cases:

1. Student's name and infraction details are recorded on a tracking document by the involved teacher.
2. Teacher meets with student to discuss academic honesty offense and decides on assigning detention, a redo of the assignment and/or calling parents.
3. Teacher informs administration (Principal, HS AP and/or AP of IB) and the rest of the teachers in the grade team level. Information remains confidential beyond these means.

The following consequences apply, depending on the individual case basis:

1. Teacher contacts parents regarding academic dishonesty offense.
2. Teacher assigns detention.
3. Student is removed from extracurricular activities for a period of time or until the end of the school year, determined by school administration (recommended by teacher involved)
4. Student meets with Assistant Principal to discuss consequences for actions.
5. Parent/Student/Teacher/Administrator Conference takes place (set up by the teacher).
6. Student researches about the consequences of plagiarism at a university to create a presentation over academic honesty. Student must set up meeting and report to teacher involved. Teacher must give a deadline and follow up with student to ensure compliance.
7. Student presents a Power Point (on academic honesty research) to the Grade Team Teachers and Administrators. (Depending on the severity of the case, student may be required to teach a portion of a middle school intervention/assembly over academic honesty).
8. Student receives a 0 for the assignment in question. However, for the 11th grade team it is allowed to have the student complete another assignment of your choice for up to a maximum grade of a 70.
9. Student's privileges are reviewed.
10. Student is dismissed from a given examination location and/or the student's privilege to take future examinations is revoked.
11. Suspension, or any other appropriate disciplinary action determined by the school administration.

## IB Specific Guidelines

ICP Donna adheres to procedures set forth by the IBO is based on definitions and guidelines set forth by the International Baccalaureate Organization (IBO, Handbook of Procedures, 2013).

Student's work submitted to the IB for assessment, including work for DP internal assessments, must be the authentic work of that student. Failure to comply with this requirement will result in no grade being awarded for the subject concerned.

Candidates must acknowledge the ideas and work of another person, and candidates are warned against using the growing number of individuals and organizations that claim to offer "help" with IB assessment tasks. None of these are endorsed by the IB, and some are virtually indistinguishable from sites on the Internet that offer assignments, usually for a fee, for candidates' use. Some sources of support may be acting in good faith, but nevertheless are offering a level of support and guidance that is not permitted by the IB.

## Malpractice

- Malpractice most commonly involves collusion or plagiarism. However, there are other ways in which a candidate may be in breach of regulations.
- In cases of malpractice a candidate may:
  - Duplicate work to meet the requirements of more than one assessment component.
  - Fabricate data for an assignment.
  - Take unauthorized material into an examination room.
  - Disrupt an examination by an act of misconduct, such as distracting another candidate.
  - Exchange, support, or attempt to support, the passing on of information that is or could be related to the examination.
  - Fail to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination.
  - Impersonate another candidate.
  - Steal examination papers.
  - Disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
  - Use an unauthorized calculator during an examination.

Note that a candidate is likely to be found guilty of malpractice if unauthorized material (for example, an electronic device other than a permitted calculator, notes, a mobile/cell phone) is taken into an examination, regardless of whether any attempt is made to use that material. For all cases of malpractice in relation to the examination, the coordinator is required to send a report to the IBO.

## **Authenticating Candidates' Work**

IB will not accept work for assessment or moderation unless the candidate has signed the coversheet to confirm that the work is his or her authentic work and constitutes the final version of that work. Additionally, the teacher (or supervisor in the case of an extended essay) must also sign the coversheet to confirm that, to the best of his or her knowledge, the submitted work is the authentic work of the candidate.

The requirement for a coversheet signed by the candidate and teacher applies to all non-examination components, both internally and externally assessed. For internal assessment, this requirement applies to the work of all candidates, not just to the sample work that will be submitted to an examiner for the purpose of moderation.

When a candidate provides a teacher with the final version of his or her work with the coversheet signed, ready for signing by the teacher, this is considered the point at which the work is being submitted for assessment. After a candidate has submitted the final version of his or her work to a teacher (or the coordinator) for external or internal assessment, together with the signed coversheet, it cannot be retracted by the candidate.

## **Work identified as not authentic before submission**

If the teacher has reason to believe that part or the whole of a candidate's draft work under discussion prior to submission for assessment might be deemed to be in violation of the principles of academic honesty and therefore constitute a case of malpractice, the teacher will draw the candidate's attention to this risk and the need to respect the requirements of academic honesty. In other words, if possible, malpractice (usually plagiarism or collusion) is identified before the coversheet has been signed by the candidate, the situation must be resolved within the school and not brought to the attention of the IB.

If it is apparent that the candidate's draft work may not be entirely authentic, it is not appropriate to allow the candidate to submit the same work with a signed coversheet with the expectation that the situation will then be resolved by the IB.

## **Decisions of the Final Award Committee**

Cases of suspected malpractice will be presented to the IBO final award committee, or a sub-committee of the final award committee. After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice is insufficient, the allegation will be dismissed, and a grade will be awarded in the normal way.

Where appropriate in reaching a decision on whether a candidate is guilty of malpractice, the committee will take into consideration any similar cases that may have set a precedent for a case of its kind. Nevertheless, each case of suspected malpractice will be judged on its own merit, considering all the evidence and information that is available about the case.

## Use of AI in Academic Work

As technology evolves, students may choose to use AI tools to enhance their learning and support their academic work. While these tools can offer valuable resources, it is essential that their use aligns with the principles of academic integrity:

- **Transparency:** Students must disclose when AI tools have been used in their work, ensuring that their own contributions are clearly represented. This includes citing AI-generated content or analysis where applicable.
- **Originality:** While AI can assist in brainstorming ideas or providing information, students are expected to produce original work. Submitting AI-generated content as one's own is considered plagiarism and violates academic integrity.
- **Critical Engagement:** Students should critically assess the information provided by AI tools. Relying solely on AI-generated content undermines the learning process and diminishes the development of critical thinking skills.
- **Guidance and Collaboration:** Students are encouraged to seek guidance from teachers on how to appropriately use AI tools. Collaborative work should be conducted with integrity, ensuring that all contributions are attributed.

## Principles of Academic Integrity

- **Honesty:** Students are expected to present their own work and to acknowledge the contributions of others in a clear and accurate manner.
- **Trust:** We cultivate a community of trust among students, teachers, and staff, recognizing that integrity is essential to academic success.
- **Respect:** All members of the community should be treated with respect, and the work of others should be valued and appropriately cited.
- **Responsibility:** Students are responsible for understanding and adhering to the principles of academic integrity in all aspects of their education.

## Academic Integrity Recommendations

To uphold academic integrity, students are encouraged to follow these recommendations:

- **Cite Sources:** Always provide proper citations for any ideas, text, or data that are not your own, including those generated by AI tools.
- **Check for Plagiarism:** Use plagiarism detection tools to ensure that your work is original and properly attributed.
- **Consult Teachers:** If unsure about the use of AI or any other resource, consult with your teacher for guidance on appropriate practices.
- **Develop Good Study Habits:** Focus on effective study techniques and time management to reduce the temptation to compromise academic integrity.
- **Engage in Peer Review:** Work with peers to review each other's work for integrity and originality before submission.
- **Use AI Responsibly:** Utilize AI tools as a supplement to your own work, not as a substitute. Engage with the material to develop your own understanding.

## **Responsibility of ICP Donna Stakeholders**

### **ICP School Staff**

It is the responsibility of Diploma Programme teachers to support candidates in the preparation of their work for assessment and to ensure that the work of all candidates complies with the requirements of the relevant subject guide. Students are required to submit all their internal and external assessments through **Turnitin.com**, as a common practice at ICP Donna. Teachers provide students with a variety of appropriate scholarly research platforms and opportunities for students to perform independent research. Teachers will actively teach proper citations practices for students to implement in their research and provide feedback. Teachers will model citation practices to expose students consistently. ICP staff will support students through reflection academic honesty presentations to make better academic honesty choices when a potential situation arises.

### **Students**

Principled IDEA College Preparatory DP students will create authentic and high-quality work for all IB classes consistently. Students should be communicative with their teachers when producing assignments and there is a question of authenticating their work and paying credit to original authors. Ultimately, the candidates are responsible for ensuring that the final version of their work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion.

### **Parents**

ICP Donna Parents will be active participants in their child's learning. Parents should monitor their student's assignments to ensure that they are producing their own work. It is a good practice for parents to be aware of the academic expectations for the various types of IB assessments students will be participating in to better support their student. When needed, parents will attend Academic Honesty presentations with ICP Donna staff to discuss better practices for students to produce authentic work.