

Central High School Academic Honesty Policy

Rationale/Statement of Purpose

Central High School's Academic Honesty Policy guides the development of all students in the school. We seek to support students as they "...act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them" (IB Learner Profile).

Definition of Academic Misconduct

Academic misconduct includes any behavior that results in, or is intended to result in, a student gaining an unfair advantage on any assignment or assessment. These may include, but are not limited to:

Plagiarism: the representation of the ideas or work of another person as the student's own.

Collusion: supporting misconduct by another student, as in allowing one's own work to be copied or submitted for assessment by another student.

Duplication of work: the presentation of the same work, in whole or in part, for different assessment components in another course.

Cheating: any other method of gaining advantage on an assignment or assessment. Examples of cheating include, but are not limited to, sharing answers with another student, accessing answers through an electronic device, fabrication of data, copying from an outside source or other student during a test, stealing and/or distributing copies of assessment materials, falsifying performance records, or sabotaging the projects/experiments of other students.

Central High School Administration will:

- support teachers and staff in the development and application of consistent academic misconduct policies and procedures.
- inform stakeholders of the academic honesty policy, the penalties for infractions, and appeal procedures available to students.
- apply penalties consistently and fairly when infractions occur, in accordance with the established scope and sequence of the Central High School Academic Honesty Policy.
- maintain records of infractions, and communicate with appropriate staff as necessary.

Central High School Teachers will:

- teach students the tools for academic honesty, including appropriate academic citation systems, in-text citations, preparing bibliographies, maintaining research records, etc.
- support students as they develop these practices, with lessons that reflect students' increasing knowledge and skills over time.
- inform students of penalties for infractions of the policy through course syllabi and oral communication.
- maintain records of infractions, and communicate with staff and parents as necessary.
- regularly use turnitin.com as a vehicle for assessment submission, self and peer assessment of work and as a tool for ensuring academic integrity of student work.

- prior to grading the final version of any assessment component, teachers will verify the authenticity through review of a Turnitin.com report or other safeguard as appropriate per component.

Central High School Parents/Guardians will:

- support their students' coursework.
- expect their students' work to be the result of their own effort.
- encourage students to discuss their assignments, and the ways they have applied their knowledge of proper attribution in their work.
- communicate their concerns and questions with staff as necessary.

Central High School Students will:

- acknowledge that academic honesty is an integral part of their education and preparation to be lifelong learners.
- act with honesty and integrity, by refusing to participate in any form of academic misconduct.
- practice appropriate skills, including citations, bibliographies, and other research record keeping as necessary.
- accept the consequences of their actions when infractions occur.
- personally upload all required assessment components into IBIS and thereby confirm the version of any materials that they submit is the correct and final version, is their own work and that they have correctly acknowledged each use of words or ideas of another person, whether written, oral or visual.

Procedures and Consequences Related to Academic Misconduct:

First offense: The teacher determines classroom level consequence based on the severity of the infraction. Typical consequences include no credit for the assignment, or requiring the student to re-do the assignment for partial credit. The teacher conferences with the student in order to provide age appropriate guidance for maintaining academic honesty. The teacher informs the student's parent/guardian of the incident. The teacher documents the incident and maintains the evidence of misconduct.

Second offense: In addition to procedures for a first offense, the teacher writes a disciplinary referral and submits it to the appropriate administrator along with evidence of the incident. The administrator documents the incident and determines the appropriate building level consequence. Parents are automatically notified and the incident becomes a part of the student's permanent disciplinary record.

Subsequent offenses:

In addition to procedures for first and second offenses, additional referrals to the office for academic dishonesty may result in expulsion from honors courses and lead to ineligibility for participation in the IB Diploma Program and/or A+ Programs.

Additional Consequences for IB Program Candidates:

If, **prior** to the assessment grades being entered by the teacher (Internal Assessment)/final components being submitted to IBIS (External Assessment), it is determined that an Individual IB Course Candidate, IB Diploma Program Candidate, or IB Career-Related Candidate is guilty of malpractice on any Diploma Program assessment component, TOK essay, or Extended Essay, the assessment component **will not** be submitted, the Diploma Program teacher will post a zero grade on IBIS for that assessment, and the student will be

ineligible for a grade in the subject concerned. The teacher will inform the IB Coordinator of the incident as soon as he/she suspects malpractice on the assessment.

If, **after** assessment grades have been entered by the teacher (Internal Assessment)/final components have been submitted to IBIS (External Assessment), it is determined that an Individual IB Course Candidate, Diploma Program Candidate, or Career-Related Candidate is guilty of malpractice on any Diploma Program assessment component, TOK essay, or Extended Essay, that assessment component and evidence of malpractice will be submitted to the IBO. The IBO process for determining and ruling on malpractice will go into effect, consequences of which may result in no grade awarded for the subject.

Appeals:

Any appeal should be directed to the head of school.

Document Distribution and Revision

This policy is to be printed in the Central High School IB Program Handbook that is distributed to parents and students. In addition, this policy should be referenced in course syllabi as appropriate. This document is distributed to the school staff at staff meetings and is available via the shared drive on the school network. Staff and other stake holders may suggest revisions at any time and should submit such suggestions to the IB Program Coordinator. Any revisions will then be written and reviewed by the writing committee listed below (or by those holding equivalent positions). Revisions will then be reviewed for approval by the school's IB Program Leadership Team. Whether or not suggestions have been submitted, the leadership team will review the document annually.

Academic Honesty Policy Writing/Revision Committee

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