

This comprehensive policy contains aspects which apply to the North-Palmer Middle Years program as well as to the Palmer Diploma and Career-Related program. Please note commonalities as well as relevant distinctions.



Academic honesty is embedded in the *Programme standards and practices (2014). Standard B1 for the Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme (CP) schools includes the following requirement.*

*5. The school develops and implements policies and procedures that support the programme(s). The school has developed and implements an academic honesty policy that is consistent with IB expectations.*

*Standard C3 in all four programmes states:*

*4. Teaching and learning promotes the understanding and practice of academic honesty.*

### **Rationale/Purpose for policy**

In order for learning to be valid, students must engage in their studies honestly. When a student cheats or in any way compromises the integrity of the educational process, the student demeans himself/herself, debases the efforts of their peers, and degrades the value of the educational process at both Palmer High School and North Middle School. Acting on the IB Learner Profile attribute of being principled students are expected to act with integrity and honesty in their academic pursuits while taking responsibility for their own actions. Academic honesty ultimately is the responsibility of the students, but educators and parents must take ownership to teach students the proper skills and provide the necessary support to guide students through their educational careers while preparing them for the future. "The principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study, remaining with the IB student throughout his or her education and beyond." (*Academic Honesty in the IB Educational Context, IBO, Aug 2014, Updated Nov 2016*)

### **Instruction**

In the first semester of the school year as teachers go over their course syllabi with students, Palmer's/North's academic integrity policy will be taught to all students in grades 6 – 12. This instruction will explicitly review the value of academic honesty practices, teaching the importance of being a **principled** student and applying academic integrity to all their education. In addition, students will understand the consequences of academic malpractice at Palmer High School/North Middle School as this will be discussed in the review of the policy. Once this policy has been taught in class, students will be **knowledgeable** about academic integrity and will sign a one-page online academic integrity policy committing to honest practices in all classes the student will be enrolled in for that school year. The academic integrity policy will be reviewed periodically with students at the start of second semester and when assigning a large project, essay and/or formative or summative assessment. It is the teacher's responsibility to intentionally plan opportunities for students to practice academic honesty in the classroom, learn from both their successes and failures, so they continue to grow in their practice of being academically honest.

Expectations should be clearly communicated and modelled at an age appropriate level so that all IB students (MYP, DP and CP) understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media

- how to observe and adhere to ethical and honest practice during examinations. (*Academic Integrity, IBO, October 2019*)

## Shared Accountability for Academic Integrity

### Student Responsibilities

- Students will be **principled** in their practice of academic integrity in all of their coursework including examination papers, written assignments, oral interviews/exams, scientific and mathematical investigations, projects and pieces/performances in the visual and/or performing arts
- Students nurture their curiosity, developing skills for **inquiry** and research by using a variety of sources including online databases, books, journals, interviews, lectures, websites, other students, etc.
- Students become **risk-takers** and critical **thinkers** who are willing to develop their own ideas and opinions creating authentic work, demonstrating this in their academic work versus just “reporting out” information already published
- Students develop and practice the skills of citing and referencing over the course of each IB programme, whether MYP, DP or CP using the Approaches to Learning skills:  
Self-management 2. Research 3. Communication 4. Thinking 5. Social
  - ❖ Process Journals
  - ❖ MYP Personal Project
  - ❖ Classroom formative and summative assessments
  - ❖ DP Internal Assessments
  - ❖ DP External Assessments
  - ❖ DP Extended Essay
  - ❖ CP Reflective Project
  - ❖ All other coursework
- Students should be **reflective** throughout the school year on how academic integrity can develop into a lifelong value integrating into all they do whether at school, home or work

### Teacher Responsibilities

- Teachers should give clear instruction on the value of academic integrity, teach the skills for its practice and deliver this information to the subject group they teach whether MYP, DP or CP
- Teachers will communicate clearly the expectations for assignments and discuss how teamwork/collaboration looks different than cheating on an assigned task
- Use plagiarism detection resources such as Turnitin.com to ensure students are submitting authentic work
- To collaborate with the teacher librarians accessing their expertise regarding citing and referencing of sources
- Within each academic department, establish the formatting style used for acknowledging sources – for example, English uses MLA, Social Studies uses Chicago, etc. and model how to do this
- When sharing materials with students, teachers will model correct citing and referencing for a variety of sources (plays, data, digital, multi-media, journals, books, etc.)
- Teachers will clearly communicate the consequences for academic malpractice in their classroom
- Assume best intent with students and allow them to make mistakes in safety as they learn the skills of academic honesty

### School Responsibilities

- The school(s) IB leadership will be **communicators** to all staff and students about the IB Academic Integrity policy as it applies to all MYP, DP and CP students as well as others not in DP or CP by providing:

- Clear instruction about research
- Tutoring center support
- A user-friendly media center that includes knowledgeable and approachable staff (LTE's and assistants) and resources that support students in research
- The school IB leadership will share the policy with all stakeholders by posting the IB Academic Integrity policy on the school website(s) where all have access.
- The school IB leadership will promote a culture of academic honesty amongst staff and students through classes, school and staff meetings, teaching what constitutes good academic practice and ethical behavior and outlining the expectations for academic integrity
- Provide definitions of different types of student academic misconduct and school maladministration and the consequences to academic misconduct
- The protocols that the school(s) and/or the IB will observe when an incident of student academic misconduct or school maladministration is identified
- Clearly communicate the disciplinary actions that the school(s) and/or the IB will apply if it is confirmed that an act of academic dishonesty occurred

### **Parent Responsibilities**

- Parents must accept that the principle of academic integrity is a fundamental part of the IB's educational philosophy and thus Palmer High School's/North Middle School's philosophy as an IB World School
- Parents should reinforce the guidelines of academic integrity with their student through conversations and by example
- Parents have access to the IB Academic Integrity Policy on Palmer's/North's website to review and understand what their student(s) should be practicing as a PHS student:  
<https://www.d11.org/palmer/><https://www.d11.org/north>
- Parents who have questions about academic integrity will communicate with IB leadership or the individual teacher at their student's school to get further information
- Parents should understand what constitutes student academic misconduct and its consequences
- Parents should understand what constitutes school maladministration and its consequences – "The IB defines 'school maladministration' as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination." (*Academic Integrity, IBO, October 2019*)

### **Support/Teaching for students**

- "In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed, and to declare the academic honesty of their work. (*Academic Honesty in the IB Educational Context, Aug 2014, Updated Nov 2016*)
- DP students are less dependent on teachers needing to inform them about academic honesty practices, though these students need to review the policy periodically. "In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats." (*Academic Honesty in the IB Educational Context, Aug 2014, Updated Nov 2016*)

INTERNATIONAL BACCALAUREATE  
ACADEMIC INTEGRITY POLICY

- In the CP, the personal and professional skills course, which all students undertake as a component of the CP core, is ideal for the development of students' understanding of academic honesty. This understanding should include how to reference their work, cite sources and acknowledge others' ideas and concepts. (*Academic Honesty in the IB Educational Context, Aug 2014, Updated Nov 2016*)

<b>Academic Honesty</b>	<b>Academic Dishonesty</b>
<b>Authenticity</b> – “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 behaviour in the production of legitimate, <b>authentic and honest</b> scholarly work.” ( <i>Academic Integrity, IBO, Oct 2019</i> )	<b>Malpractice</b> – Any attempt by a student or students to gain an unfair advantage in an exam or assessment is considered to be <b>malpractice</b>
<b>Intellectual Property</b> - protect ownership and control (student’s own) over creative works or inventions. The most common <b>intellectual property</b> rights include copyright, trademarks, and patents but could include novels, poems, plays, essays, films, articles, music or even scientific discoveries.	<b>Cheating:</b> Using “crib sheets,” unauthorized tools or other aids during an assessment – This can include <b>collusion, plagiarism or the use of unauthorized materials</b> . Either giving or receiving advance knowledge of an assessment. Students must not discuss the specifics of any assessment with others who have not yet taken the test.
<b>Common Knowledge</b> – Information that an <b>educated reader would already know</b> and accept falls under this category and does not have to be cited. However, if the audience doesn’t have this common knowledge, the information should be cited.	<b>Collusion:</b> two or more students working together on an individual assignment without teacher permission OR allowing one’s work to be copied by another.
<b>Paraphrasing</b> - In writing an essay this is <b>using our own words</b> to communicate someone else’s thoughts and ideas. While there are some words that cannot be changed (especially the names of people, places, chemicals, and so on), use of your own words are best for the rest of the passage ( <i>Effective Citing and Referencing, IBO, 2014</i> )	<b>Duplication:</b> a student <b>submits the same paper</b> for two different classes which isn’t allowed.
<b>Bibliography</b> - A list of references, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. This list is at the end of the work.	<b>Fabrication:</b> unauthorized creation, alteration or reporting of information in an academic activity. If a student <b>invents information with the intent to deceive</b> , they have committed fabrication.
<b>Parenthetical Citation</b> – A <b>citation in the text</b> indicates that this (material) is not ours; we have “borrowed” it (as a <b>direct quote, paraphrase or summary</b> ) from someone or somewhere else. The citation in the text can be: <ul style="list-style-type: none"> <li>• in the form of an introductory phrase</li> <li>• at the end of the statement</li> <li>• indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.</li> </ul>	<b>Plagiarism:</b> If a student uses the precise words, general ideas, or data of another student or from other sources but <b>doesn’t acknowledge the source through a citation</b>

INTERNATIONAL BACCALAUREATE  
ACADEMIC INTEGRITY POLICY

Every citation should be given a full reference that enables the reader to locate the exact source used ( <i>Effective Citing and Referencing, IBO, 2014</i> )	
<b>Reference Page</b> - A reference gives <b>full details of the source cited in the work</b> ; Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference. ( <i>Effective Citing and Referencing, IBO, 2014</i> )	<b>Tampering:</b> and the <b>use of unauthorized materials</b> all fall under the category of malpractice and constitute violations of academic honesty.
<b>Works Cited</b> – Also known as a <b>Bibliography</b> when writing an essay. All sources used in the essay must be cited (full reference) at the end of the paper/essay.	<b>Unauthorized Material:</b> Students who take <b>devices</b> into examinations, gain <b>unauthorized access to assessment questions</b> , or who <b>hire an impersonator</b> to take their exams are clearly being dishonest. (Carroll, J. July 2012. <i>Academic honesty in the IB. IB Position Paper.</i> )

**International Baccalaureate Programmes**

<b>Approaches to Learning</b>	<b>Self-Management Research Skills</b>	<b>Social</b>	<b>Communication</b>	<b>Thinking</b>
<b>Activity</b>	<b>Independent Work</b>	<b>Creative Work</b>	<b>Oral Presentation</b>	<b>Culminating Project</b>
<b>Task and/or Subject Group</b>	<b>MYP Sciences</b>	<b>MYP Design</b>	<b>DP TOK Presentation</b>	<b>CP Reflective Project</b>
<b>Scenarios</b> ( <i>Academic Honesty in the IB Educational Context, IBO, Nov 2016</i> )	As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of	An MYP student is designing a greenhouse as part of an assignment for MYP design. He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analyzing involves research into a range of existing products that can	A DP student is planning his TOK presentation. In researching the presentation, he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.  This could be an example of <b>plagiarism</b> or	A CP student is completing his reflective project on an ethical dilemma stemming from his career-related studies. He researches data for the reflective project and subsequently uses this data in a graph. The graph lacks the source of the data, and the source is also not noted in the references section of his reflective project. The supervisor checks the reflective project and

	<p>reporting data accurately.</p> <p>This is an example of <b>collusion</b> and the teacher should work with the group to discuss the difference between authorized collaboration versus collusion.</p> <p>Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on <b>the honesty of researchers</b> who design and carry out experiments, and the data they generate.</p>	<p>inspire solutions to the design problem.</p> <p><b>This is an example of plagiarism.</b></p> <p>The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with <b>academic honesty</b>. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>simply an act of omission.</p> <p>The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work as this is being principled and <b>academically honest</b>.</p> <p>The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>discovers the omission of the source of the data.</p> <p>This could be an example of <b>fabrication</b> (inventing false data) or simply <b>plagiarism</b> (quoting another's work as if it's your own).</p> <p>The supervisor explains the relevance of <b>academic honesty</b> and the responsibilities of students to ensure all sources are quoted. The supervisor advises him to find the source of the data and to include this both at the bottom of the graph and in the references section of the reflective project.</p>
--	---	--	---	---

**Procedures for reporting/recording Academic Misconduct**

1. For a "first incident" of academic dishonesty, the teacher will report the incident to the Coordinator of the program the student is enrolled in.
2. The details will be recorded by the Coordinator of the program and kept in an electronic folder for academic dishonesty incidents ordered by school year.

**Rights of the Student if suspected of breaching academic integrity**

1. When a student is suspected or reported for academic misconduct, the student has the right to an investigation and due process as outlined in the Colorado Springs School District 11 Code of Conduct (Board policy JICDA-R).
2. Palmer High School's/North Middle School's academic integrity policy follows our Board of Education policy in that students have the right to an investigation and due process when suspected of academic misconduct. This gives the student the opportunity to share what happened including having their parent/guardian present when meeting with the Coordinator and the teacher.

### Consequences of Academic misconduct and remediation

1. If an academic dishonesty incident is proven to be true, the student will receive a “zero” or “no credit” for an assignment attempted or completed through cheating (academic dishonesty). At the discretion of the teacher, the student may be required to complete the assignment (or an equivalent) for reduced credit. The IB Coordinator (MYP, DP or CP) should be notified of any incident of academic dishonesty as the Coordinator should have a conversation with the student and teacher, meeting in-person if possible. In addition, the student can choose to have their parent/guardian present at this meeting.
2. For a “second incident” of academic dishonesty in a school year, a student will receive the above consequence but in addition other action will be taken, including a meeting with the teacher, the IB Coordinator, the student, the parent(s) and an Assistant Principal.
3. Depending on the severity of the incident and the student’s history of misconduct, other action may be taken, including restorative dialogue, detention, suspension, or removal from the relevant class or IB program.

### Review of the Academic Integrity Policy

The academic integrity policy is formally reviewed as part of our IB program’s five-year self-study and evaluation. Substantive changes can occur more frequently as changing demographics or other circumstances warrant.

### 2020 IB Academic Integrity Policy Review Committee

Julie Batchelder – Counselor	Dave Shackelford – Physical Education Teacher
James Yopez – Counselor	Martha Choi – Social Studies Teacher
Martha Alvarez – Science Teacher	Jason Kohl – Social Studies Teacher
Carolyn Moyer – IB Diploma Coordinator	Susan Dorle - Interventionist
Geoff Lewis – Science Teacher	Shelby Rakes – English Language Development Teacher
Felina Swaba – Science Teacher	Gretchen Gresham – French Teacher
Megan Henderson – Special Education Teacher	Ladd McClain – Art Teacher
Julene Zizza – Special Education Teacher	Bridget Donovan – English Teacher
Karen Owens – Library Technology Educator	Darcey Gipe – English Teacher
Jeremy Joiner – Mathematics, TOK Teacher	
Jeff Rocchi – Mathematics Teacher	

### Bibliography

- *Academic Honesty in the IB Educational Context, International Baccalaureate Organization, October 2014, updated Nov 2016*
- *Academic Integrity, International Baccalaureate Organization, October 2019*
- *Carroll, J., Academic honesty in the IB, International Baccalaureate Position Paper, July 2012*
- *Effective Citing and Referencing, International Baccalaureate Organization, August 2014*