

Highland High School IB Academic Honesty Policy

Academic Integrity

We expect staff and students to demonstrate high standards of academic integrity. Academic integrity is defined as respect for the ideas of others and work through proper acknowledgement and referencing. No cheating of any type on school work, tests, or quizzes will be tolerated. Academic dishonesty/cheating may include any of the following and may be applied to work in any medium (i.e. written or audio text, film production, photographs, published images, other artists' work, electronic devices, computer programs, etc.) This policy is revisited by an ad hoc committee of the School Improvement Council (SIC) on an annual basis. The document was most recently updated in September 2019 and is published in the IB Handbook and posted on the IB page of the HHS website.

- Inappropriate/inadequate acknowledgement - material copied word for word, which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgement of its source.
- Verbatim copying - Material copied word for word or exactly duplicated without any acknowledgement of the source.
- Collusion - Material copied from another student's assignment, course work or exam with his/her knowledge.
- Stealing - Material copied from another student's assignment, course work or exam without his/her knowledge.
- Ghost writing - Assignment written or purchased by a third party and represented by a student as his/her own work.

Consequences - Teachers will follow the established school-wide policy for dishonesty.

Appeal process - Written appeal to the teacher, conference with an administrator.

Note: the appeal process must begin within 10 school days.

Highland High School IB Policy:

The mission of Highland High School is to create a professional learning community dedicated to academic excellence. We provide and support rigorous academic, cultural, college and career-readiness experiences for every student. We challenge, empower, and inspire students to become contributing global citizens and life-long learners. Our goal as a school is to provide students with tools for academic and workplace success. One important skill that students need throughout their lives is an understanding of the responsibility they have to produce their own authentic work. As such, academic honesty is taught as a process for understanding that all individuals have the right to receive credit for their ideas and their work. Teachers, parents, and administrators take the responsibility of teaching students appropriate methods for incorporating the ideas of others into their work very seriously.

The IB Learner Profile is instrumental in the personal development of students. To encourage students to become “Principled” in their thoughts and in their work, requires that students have opportunities to practice principled behaviors in their learning. Highland High School believes that students must first be “Knowledgeable” about acceptable and unacceptable practices, learn appropriate researching and formatting strategies, and understand the underlying principles behind academic honesty. This instruction begins immediately upon enrollment in the school.

Highland High School focuses on a proactive approach to helping students become “Communicators” who recognize and give credit to others who provide knowledge and information to support their learning, whether in written work or verbal communications. They are expected to “Reflect” upon those who have influenced them and respect the point of view and authentic authorship of others. In this way, “Principled” students are able to “act with integrity and honesty, with a strong sense of fairness and justice, with respect for the dignity and rights of people everywhere.” (IB Learner Profile, 2013).

The Highland High School IB Assessment Policy describes teacher use of formative assessment. Teachers are expected to require assignments and assessments that allow students practice with formatting as well as with curricular content. Teachers should assess student learning frequently so as to inform and adapt future instruction. One benefit of frequent and varied formative assessment is that it allows teachers to become familiar with student work in general and individual student work in particular. Teachers become skilled at discerning students’ original and authentic work from that which is in violation of academic honesty. Teachers are also encouraged to provide assessment in their classrooms in an environment similar to those that the students will experience during May exams. In addition, IB Examiners “are adept at identifying text and material that is not the authentic work of the student.” (*IB Academic Honesty, updated July 2011*)

Students will be taught the academic honesty language of the IB program in conjunction with those that are put forth in the Salt Lake City School District and Highland High School policy, these terms include, but are not limited to the following:

- Malpractice – any behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.
- Plagiarism - this is defined as the representation, intentionally or unintentionally, of ideas, words, or work of another person without proper, clear, and explicit acknowledgement.
 - Similar to the concepts of “Inappropriate/Inadequate Acknowledgement, Verbatim Copying, Stealing, and Ghost Writing” in the Highland High School Policy.
- Collusion – this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another.
 - Identified as “Collusion” in the Highland High School Policy.
- Duplication of Work – this is defined as the presentation of the same work for different assessment components and/or DP requirements.
- Misconduct during an IB Examination – this is defined as taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate.

Students, parents, and teachers will be required to attend an annual IB community meeting, addressing the challenges and possible solutions to concerns of academic honesty. A collaborative discussion will take place with collective information being utilized to strengthen the behaviors of all community members in regard to academic honesty policies. With the increased capabilities of technology, all individuals need to be continually apprised of potential hazards and remedies. This collective information will be published annually with this policy. Students will complete the “IB Candidate Consent and Declaration” at this meeting, and a “Highland High School IB Commitment to Academic Honesty”, as well.

Teachers are required to pay particular attention to the authentication process through e-coursework submissions of both External and Internal Assessments. Teachers are familiar with the guidelines outlined by the IB Subject Guide for each subject they teach pertaining to all appropriate behaviors during the creation and submission of Internal Assessments. Teachers are expected to know and teach the expectations of formatting for their particular discipline and curriculum. Student attention is also drawn to formatting websites such as The Owl at Purdue (<http://owl.english.purdue.edu/owl/>) and Microsoft Word capabilities.

The IB Coordinator will train and prepare invigilators to attend to issues of malpractice while supervising IB examinations. All invigilators are expected to understand and adhere to the policies set forth in the Conduct of Examinations, and report any evidence of unauthorized objects or inappropriate behaviors during exams. Exam instructions are read carefully at the beginning of each paper, and time is provided specifically for students to check for unauthorized objects they may have located about their persons.

Incidents of academic dishonesty will be taken very seriously at Highland High School and will have three layers of consequences.

1. Classroom teachers will have the responsibility of holding students responsible for the consequences outlined in the teacher’s Open Disclosure document. These documents are presented to students at the beginning of each course, and require signatures from the student, as well as their legal guardian, that confirms understanding of the course curriculum, course syllabus, individual teacher/subject policy regarding academic dishonesty and course management, covering issues such as late work or attendance. If students are involved in issues of cheating, they will be held to the consequences set forth in the Open Disclosure in regards to their classroom grade.
2. Any confirmed incidence of misconduct relating to academic honesty while at Highland High School will result in the student receiving a warning with a notation placed in the student’s permanent folder in the school information system. A second confirmed incident whether of the same type or a different type will result in the student being placed on probation within the IB program at Highland High School throughout the duration of his/her attendance at the school, and a second notation will be placed in the student information system. A third confirmed incident, whether of the same type or a differing type, will result in dismissal from the IB program. The student will not be allowed to submit any IB work following a third confirmed offense.

This is supported by Article 3.3 in the IB General Regulations: Diploma Programme, “Candidates are required to act in a responsible and ethical manner throughout their participation in the DP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in article 20) and must be in good standing at the school at the time of the examinations.” Third offenses will be recorded in the student’s disciplinary file and reported to colleges to which students have applied and/or been accepted.

3. Coordinators and teachers will follow specific guidelines outlined in the *Academic Honesty in the IB Educational Context* booklet (2014), the *IB Diploma Program Assessment Procedures*, the *IB Career Program Assessment Procedures*, and the *IB General Regulations: Diploma Programme and Career Programme (2016)* when malpractice claims arise. All confirmed incidents of malpractice will be communicated to the IB in relationship to those guidelines. Particular attention should be paid to article 21 of the *General Regulations*.

As described in each policy, students will have the opportunity/responsibility of providing an appeal/statement to the appropriate administration. Again, all incidents on IB assessments will be reported to the Highland High School administrative team, Head of School, and IBO, and will include the candidate statement.

Coordinator Responsibilities for the Education of Students and Parents:

Training Meetings

- IB Commitment Meeting - 9th grade enrollment meeting
- Welcome to IB Meeting - 10th grade diploma preparation meeting
- Extended Essay Meeting - 11th grade training meeting
- Reflective Project Meeting - 11th grade training meeting
- Extended Essay and Reflective Project Camp for 11th grade students
- Annual April Testing Meeting for all grades
- Annual Community Academic Honesty Meeting for 11th and 12th graders
- Invigilator Training Meetings

Publications

- Highland High Student Planner and Handbook
- IB Workbook - Conduct of Examinations and West High School IB Academic Honesty Policy
- IB Conduct of Examinations
- Highland High School Website
- IBO Website –
 - *General Regulations: Diploma Programme*
<https://www.ibo.org/.../publications/.../dp-general-regulations-en.pdf>
 - *Academic Honesty in the IB Educational Context*
<https://www.ibo.org/globalassets/digital.../academic-honesty-ib-en.pdf>

Teacher Responsibilities for Educating Students:

- Policy in Disclosure, including consequences
- Utilize the My IB website resources when working with students regarding academic honesty and malpractice
- Discussion of collaboration vs. collusion
- Training for citations for specific field of study
- Specific reminders for assignments and assessments
- Vigilant attention to students during exams and submission of assignments
- Report suspected violations of academic honesty to an administrator and the IB Coordinator if appropriate.

Parent Responsibilities for Educating and Supporting Students:

- Attend the Annual IB Community Academic Honesty Meeting
- Read the Highland High School IB Academic Honesty Policy and discuss with his/her student.
- Recognize the challenges inherent in today's society regarding Academic Honesty, and support the commitment to the community that is required of the students.
- Support the process for investigation of alleged malpractice.
- Remind students of honest behaviors, ie. recording their own data, not sharing test questions with other students who are testing later in the day, taking own notes, etc.

Supports for Students:

- Teacher availability for questions about citing and referencing.
- Reporting of misconduct to administration is confidential.
- Counseling and emotional support for students facing the challenges inherent in attempting to obtain a perfect GPA and academic honesty.

Supports for Teachers:

- Monthly PLCs to review and discuss the Academic Honesty Policy.
- Administrative support for teachers during the process of an investigation of alleged malpractice or any academic policy violation.

References:

Academic Honesty in the IB Educational Context (2014)

IB Career Program Assessment Procedures (May 2018)

IB Diploma Program Assessment Procedures (May 2018)

IB General Regulations: Diploma Programme and Career Programme: For Students Commencing in September 2016 (September 2016)

West High School IB Academic Honest Policy (May 2018)

Categories of “Academic Misconduct”

What are the root causes of “academic misconduct”?

The biggest reason cited is the pressure to gain and maintain a 4.0 GPA. The strive to be perfect is another one. And finally the notion that if a friend asks for something, you comply.

Why is it so prevalent nowadays?

Technology has made it all too easy to copy and share information. Students have become too reliant on technology. Everyone seems to be doing it so why not me? I am at an academic disadvantage if I don't receive some form of help.

Educate students from day one about the Academic Honesty Policy. Explain the 5 categories with in-depth detailing.

Place emphasis on paying attention during classes and exams. Understand the culture of the IB to be perfect and explain better ways to handle the pressure.

	PLAGIARISM	COLLUSION	MISCONDUCT	COMMUNICATION ABOUT CONTENT OF AN EXAM	DUPLICATION OF WORK
PROBLEMS	<p>Students are using other's ideas without giving credit.</p> <p>Some students are stealing other's work by changing the names on it.</p> <p>Students are finding information online and submitting it as their own assignment.</p> <p>Answers in the back of books or on a website can be copied rather than used to check work.</p>	<p>Students are getting essays from previous students.</p> <p>There is a mentality of sharing: it feels like an obligation/nice thing to do to pass out information to your friends.</p> <p>Students are sharing as they expect help back from others in the future.</p> <p>It's hard to collaborate or teach peers when the levels of knowledge are different.</p> <p>Group work can become independent and lopsided for specific people in a group if individual's academic ability or drive is different.</p> <p>Teachers are using the same prompt for different classes.</p> <p>Assignments are posted on the internet.</p> <p>Confusion about what is group work and what is not - collaboration vs collusion.</p> <p>One member of a group doing misconduct brings the entire group down even if the others were unaware or not involved.</p> <p>Students are sending photos of homework in order to help friends.</p> <p>Little thought of action; immediate opportunity via technology.</p> <p>Students feel morally obligated to help their friends but don't fully understand the ethical consequences of doing so.</p> <p>Lack of motivation.</p> <p>Procrastination.</p> <p>Lack of willingness to learn in class/from assignment - just want to check the box.</p> <p>Time constraints.</p> <p>Passive aggression from those to whom you say no to.</p>	<p>Casual testing approaches in the classroom make the line for cheating blurred. Talking is encouraged and teachers see phones but say nothing.</p> <p>Cell phone usage in exams.</p>	<p>Students are sharing test papers/old exams/study guides.</p> <p>Students are asking previous classes how hard the test was, leading to what was on the test.</p> <p>Cell phones are being used in tests.</p>	<p>Same IA's for both years.</p>

Categories of “Academic Misconduct”

	PLAGIARISM	COLLUSION	MISCONDUCT	COMMUNICATION ABOUT CONTENT OF AN EXAM	DUPLICATION OF WORK
SOLUTIONS	<p>Teachers can give opinion-based questions/ critical thinking homework where students are required to engage with the topic.</p> <p>Teachers should educate and enforce what plagiarism is and how to correctly cite sources.</p> <p>Teachers should regularly run assignments through computer checking program.</p> <p>Use a pen to write your name.</p> <p>Decrease workload (particularly homework).</p>	<p>If you don't want to “tattle” to an authority you do have a personal obligation to tell the person to stop cheating.</p> <p>Teach individual responsibility and personal accountability. Choose the higher ground and be friends with people who share the same integrity.</p> <p>Students need to be responsible for saying no when asked to be part of collusion.</p> <p>Students need to look ahead and realize the consequences of their actions.</p> <p>“You wouldn't want a cheater for a doctor!”</p> <p>Teachers need to identify collaboration explicitly by asking about collaboration in advance.</p> <p>Discuss what you learned rather than sharing outlines. Explain concepts rather than sharing answers.</p> <p>Avoid putting yourself in a situation where your integrity can be questioned.</p> <p>Effectively hide your exam papers so that others can't see them. Helping out is okay, giving answers is not.</p> <p>Be aware of sharing passwords in google docs when you collaborate with other students.</p> <p>Select groups based on similar academic knowledge.</p> <p>Give the scores to the test, but hand back the test only after all of the classes are done taking it.</p> <p>Keep group work in the classroom.</p> <p>Teachers should not give second chances to students who are caught cheating.</p> <p>When asked to help someone, meet in person rather than texting.</p> <p>Teach self study classes.</p> <p>Teachers should set an expectation for knowledge rather than busy work.</p> <p>Teacher could give papers to group members individually to write down any issues among the members and note what members contributed what.</p> <p>Decrease workload.</p> <p>Teachers need to be more present. Take an anonymous survey at the end of senior year where the students rank teachers/classes that are more prone to cheating.</p> <p>Teaching different ways of gaining knowledge: less homework equals less pressure. Parents and teachers have to teach students that honesty is critical. The costs of not having a 4.0 GPA are manageable, but the costs of cheating are not.</p>	<p>Sign a cell phone waiver stating that phones are not allowed during tests.</p> <p>Consider a phone out during a test as cheating.</p> <p>Better proctoring and clear communications about phones and computers even during classroom tests.</p> <p>No pictures allowed.</p>	<p>Sign a cover sheet to not share the content of a test. This is a confrontation and a reminder to be academically honest.</p> <p>Tell the teachers if you see cheating.</p> <p>Change the culture of “snitching” being bad.</p> <p>Anonymous reporting.</p> <p>If inappropriate information is out there, let teachers or administrators know.</p> <p>Teachers need to teach and enforce the consequences when the stakes are lower to ensure that the same mistakes are not made during higher stakes events.</p> <p>Cell phones should be taken away during tests. Mandatory cell phone “caddy”.</p> <p>Have a school campaign: “Friends don't ask friends about test questions.”</p> <p>Consider a phone out during a test as cheating.</p> <p>Teachers could have a couple of different test versions.</p> <p>A video camera could be set on the teacher's desk during test taking wherever rational, and advertised to students that it could be used to reveal surreptitious use of devices or paper showing.</p>	

Highland High School Academic Honesty Policy - Shortened

Appendix 1

Plagiarism

1. What do I need to cite in my papers?
 - ✚ Lectures, broadcasts, visual, audio & graphic materials, interviews, maps, terms, data or formulas, class notes, and anything else that is not common knowledge must be cited. For a complete list of citation refer to the IB Document entitled *Effective Citing and Referencing*.
2. Can I use exams from previous years to study?
 - ✚ If exams have been distributed by the creator of the exam for learning purposes, it is acceptable for students to use them for studying. If the exams have been distributed by other students who have previously taken the exams, it would be a violation of academic honesty to use them.
3. Can I use/consult work from other students for my assignments?
 - ✚ You can consult work created by other students, but you should never copy outright. If teachers give permission for group work or collaboration, the practice of using other's work would be acceptable. Consult each teacher's disclosure and pay particular instruction during class to specific instructions for the assignment.

Collusion

1. How is collaboration different from collusion?
 - ✚ Collaboration is the practice of people working together to a common end with permission and clear expectations of the role of each individual. Everyone who collaborates gets acknowledged in the outcome. Collusion is providing the opportunity for others to be academically dishonest, particularly allowing one's work to be copied or submitted by another student. While collusion may seem like "helping, sharing, or supporting," it is not, and both parties involved will have consequences for poor choices.
2. Can I share my work with other students?
 - ✚ You can share ideas, thoughts, notes, structures, systems, and give direction. You should not share your homework answers, your papers, your presentations, or your exams. To share these specific products or answers is not academically honest.

Misconduct

1. What are examples of unacceptable behavior in the classroom?
 - ✚ Using your cellphone during class to text, take photos, use social media, or utilize any other means to share academic information
 - ✚ Talking during exams or individual tasks
 - ✚ Using notes during exams without permission from the teacher
 - ✚ Having multiple windows/screens open during a computerized exam

Communication of content of an exam or paper

1. Is it OK for me to share information about exams details?

✚ No. We realize that after the stress of a test, it's normal to want to talk about that shared experience. However, you should never talk about that experience with others – who are about to take the same test, or who might take that test at some point in the future. You should even refrain from talking about the format of the test unless your teacher has shared that information with all students. Anything that provides an unfair advantage to other students only hurts you, too.

Duplication of work

1. Can I use my own work from previous tasks, or different classes for other assignments?

✚ No. Although the work is yours, you should be constantly applying yourself to new learning opportunities. Sometimes you are doing similar work and you may want to use a quote or a paragraph that you've used in a previous document. Professionals and Academics solve this problem by citing themselves. When in doubt, check with your teachers or IB Coordinator.

Full copy of Academic Honesty Policy is published on the Highland IB web page. IB students will receive a full training in Academic Honesty at the beginning of 11th grade.