

Massena Central High School

International Baccalaureate Diploma Programme

Academic Integrity Policy



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Acknowledgment of Resources

Content in this document is based on the following publications from the International Baccalaureate®:

- *General regulations: Diploma Programme*, International Baccalaureate Organization, 2016
- *Academic honesty, Diploma Programme*, International Baccalaureate Organization, 2009 (updated 2011)
- *Academic honesty in the IB educational context*, International Baccalaureate Organization, 2014
- *Effective citing and referencing*, International Baccalaureate Organization, 2014
- *Academic Honesty in the Diploma Programme (Brochure)*, International Baccalaureate Organization, 2016
- *Academic Integrity*, International Baccalaureate Organization, 2019

Statement of Purpose

The International Baccalaureate® (IB) Diploma Programme at Massena Central High School offers a quality education that not only ensures the acquisition of knowledge, but also cultivates the virtues of honor, compassion and respect. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs.

This document exists to uphold and reinforce the values that are central to the IB tradition of excellence, with an emphasis on properly conducted research and a respect for the integrity of all forms of assessment.

The aims of this policy are to:

- cultivate a school culture that stresses the importance of academic integrity
- provide information to all stakeholders that will help in understanding the basic meaning and significance of concepts that relate to academic integrity, including relevant examples
- outline the responsibilities each party (student, teacher, school, parent) has in maintaining the highest of academic integrity standards
- describe the measures taken to provide education and support to students so that mistakes may be made in safety
- explain the process and procedures (reporting, recording and monitoring) for dealing with cases of academic misconduct

The information in this document is informed by the

- International Baccalaureate® mission statement
- Massena Central School District's mission, vision and core beliefs
- the IB learner profile

International Baccalaureate® Mission Statement

The International Baccalaureate® 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 organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Massena Central School District Mission, Vision and Core Beliefs

Our Mission

Massena Central School District aims to educate, inspire and empower all students to fulfill their potential as learners and citizens.

Our Vision

We aspire to be a leading educational community that values diversity and prepares students to meet today's goals and tomorrow's opportunities.

Our Core Beliefs

1. Students are the first priority.
2. All students can learn and deserve a quality education that includes a variety of pathways.
3. We strive for excellence, have high expectations of our educational community and value progress as much as perfection.
4. We act with character and integrity at all times.
5. Everyone is entitled to a safe, healthy and nurturing learning environment.
6. Parents and guardians play a pivotal role in students' success.
7. The school is the heartbeat of our community and everyone benefits when we all work together.
8. All members of our diverse community are treated equally with respect and dignity.
9. Fiscal responsibility is a key factor in making decisions.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	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.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

In the context of Academic Integrity, the attribute of being *principled* is most applicable. An IB learner acts with integrity and honesty and takes responsibility for their own actions.

Academic Integrity

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 behavior in the production of legitimate, authentic and honest scholarly work. (“Academic Integrity” 3)

Specifically, academic integrity refers to the:

- production of authentic pieces of work
- full acknowledgement of the original authorship and ownership of creative material
- protection of all forms of intellectual property
- proper conduct before, during and after examinations

Good Academic Practice

According to the IB, good academic practice means that individuals are expected to appropriately acknowledge any ideas, words or work of other people (“Effective citing and referencing” 1).

Academic Misconduct

The IB defines academic misconduct as: behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- 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
- duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- misconduct during an IB examination** (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate)
- unethical behavior** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- any other behavior that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media) (“General regulations: Diploma Programme” 12).

Intellectual Property

Intellectual property is property (as in an idea, invention or process) that derives from the work of the mind or intellect. There are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. All forms of intellectual and creative expression (i.e. works of literature, art or music) must be respected and appropriately cited.

Collaboration (versus Collusion)

For most assessment components, candidates are expected to work independently. However, there will be times when collaboration is encouraged (for example, to develop social skills or promote cooperative learning). Special caution must be taken when collaboration is allowed as part of an assessment component, such as in the internal assessment for some subjects. Teachers and students should pay close attention to the restrictions placed on collaboration. For example, students may be allowed to collect the same data, but absolutely must write their own reports.

Student Responsibilities

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Students are expected to adhere to all internal school deadlines, which will allow for revising of work if authentic authorship is doubtful (“Academic honesty, Diploma Programme” 8).

In addition, students:

- are expected to be familiar with recognized referencing styles (MLA, APA) and use them accurately and consistently
- should review their own work before submitting
- must sign the IB Honor Code (Appendix A) as a declaration to uphold the virtues of honesty and integrity
- take careful and precise notes while conducting research
- are encouraged to report any misconduct committed by their peers

Teacher Responsibilities

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate. Teachers are expected to detect any plagiarism, collusion or duplication of work (“Academic honesty, Diploma Programme” 7).

In addition, teachers:

- must support and act on the school’s academic integrity policy
- provide students with advice whenever necessary
- cultivate an environment where it is acceptable to make mistakes in safety
- give examples of proper citation

- use Turnitin before submitting final drafts of IB assessments as a means to detect plagiarism
- are encouraged to use Turnitin with formative and summative assessments as an instructional tool to teach about plagiarism, as well as give feedback to students
- must act as appropriate role models for students

School Responsibilities

It is the school's responsibility to support the IB fully in the prevention, detection and investigation of malpractice. Massena Central School's administrators and Coordinator are expected to:

- know the regulations and instructions as provided by the IBO that govern the conduct of each examination session
- inform staff, students and parents through various media what constitutes malpractice and how it can be prevented
- undertake any additional responsibilities required by the IBO should a candidate be investigated for malpractice

Parents/Legal Guardian Responsibilities

Parents/Legal Guardians are encouraged to read through the publications on the school's IB webpage with their student. They must read and sign the IB Honor Code (Appendix A) each year.

In addition, parents can help students in the following ways:

- encourage them to plan each assignment
- provide support with the scheduling of work, as they may have many assignments to complete
- establish a consistent level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students
- encourage them to ask their teacher for advice if they are having difficulty with their work ("Academic Honesty in the Diploma Programme Brochure" 1).

The following examples are provided by the IB in "*Academic honesty in the IB educational context*" (18).

Scenario 1: A student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressured understands this is inappropriate, but wants to be popular with the group.

Appropriate response: The teacher notices the group is being dominated by one member and has a talk with the student, reminding her that, although the data collection was done as group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.

Scenario 2: A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered “copying.” She asks her visual arts teacher for advice.

Appropriate response: The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists’ ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, “After...”, so that it is very clearly attributed.

Scenario 3: A 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.

Appropriate response: 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. 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.

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- To ensure consistency across all discipline areas, MCHS has chosen the Modern Language Associate (MLA), 8th edition format as its chosen referencing style. Individual subject teachers may choose another style that is more appropriate to their subject (i.e. Psychology using APA). However, no matter which style is used, teachers must instruct students on how to use it properly and consistently.
 - The librarian is well versed in the MLA style and provides support to the IB faculty and students on its use. This is done formally through presentations to the staff and individual classes, as well as on an as-needed-basis. The librarian also instructs the faculty and students on the use of our available research databases, including proper research and note-taking techniques.
 - Teachers must submit all IB assessments through Turnitin. This text-matching software is the first level of safeguard to ensure that students are submitting original work.
 - Students and their legal guardians must sign an Honor Code (Appendix A) every year.
 - Students are encouraged to use the Purdue Owl website for help with citing a variety of sources. <https://owl.english.purdue.edu/owl/resource/747/1/> The Purdue OWL is freely available for all educational, personal, or training purposes and may be used according to their terms and conditions of fair use: <https://owl.english.purdue.edu/owl/resource/551/01>
 - Candidates are encouraged to use online citation engines, such as easybib.com.
 - Students are given an electronic or hard copy of the IB’s “Effective Citing and Referencing (2014),” which includes examples of proper citation.
 - This manual and supporting documents are available to the community on the school’s IB webpage.

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning. Incidences of academic misconduct at MCHS are treated on a case-by-case basis. This allows us to take into consideration the student’s background, character history, level of awareness, severity of the incident and intent. Central records are kept in our student management system, Schooltool™, or by the IB Coordinator.

For the majority of academic misconduct cases, the following steps will be taken:

- Investigation of the misconduct by the teacher, and the IB Coordinator is informed (and may be involved in the investigation)
- Student conferences with the teacher and/or IB Coordinator regarding the incident
- Referral will be recorded in Schooltool™, which automatically notifies the Assistant Principal
- Parent/guardian contacted by the teacher or Assistant Principal
- Conference with the student and Assistant Principal (with parents and teacher present if necessary)

As a general guideline, students are subject to the following sanctions for academic misconduct:

- No credit given for the assessment
- Discipline referral is recorded in student's file
- Internal suspension
- Parents contacted

A second offense, regardless of the date, may result in more severe consequences, as well as the possible removal of the student from the IB course. Further offenses may result in expulsion of the student from all courses in the IB Programme.

Teachers may decide to turn the infraction into a teaching opportunity and forgo the discipline referral. This is acceptable for minor cases (i.e. neglecting to cite properly on a formative assessment) as long as the IB Coordinator is fully informed so that records may be kept to highlight trends or problems with particular students.

Students' Rights

If a student is suspected of a breach of academic integrity, the student has the right to make a case in his/her defense (i.e. provides background information or asks that other parties be interviewed). The student may also request that a peer, teacher or parent be present during any discussion of the incident, particularly if the consequences are severe.

Malpractice on IB Assessments

Each candidate must sign a coversheet for each IB assessment component (except examination scripts) to confirm that his or her work is authentic and that work being submitted constitutes the final version of the work. If malpractice is suspected before a candidate signs the coversheet, the issue will be resolved within the school and not brought to the attention of the IB ("Academic Honesty, Diploma Programme" 12).

Once a candidate has submitted his or her work to a teacher (or the Coordinator) with the coversheet signed, neither the work nor the coversheet can be retracted by the candidate. If the candidate is subsequently suspected of plagiarism or collusion, it is no defense to claim that the incorrect version of the work was submitted ("Academic Honesty, Diploma Programme" 12).

Any suspicion of malpractice that arises after the candidate has signed the coversheet must be reported to the IB information desk for investigation.

An incident of malpractice on any IB Assessment **once the declaration on the cover sheet has been signed** is addressed in the following ways:

- IB Coordinator informs the school administration that a student is suspected of malpractice
- IB Coordinator reports the incident to the IB Information Desk for investigation
- IB Coordinator and school administrator conduct an investigation, including an interview with the student and parent
- IB Coordinator completes a report, which includes: a statement from the adult (teacher, Extended Essay Supervisor, Librarian, etc.) that made the allegation, a statement from the IB Coordinator, a statement from the student and a summary of an interview with the student regarding the alleged malpractice
- Student is subject to a penalty that will be determined by the IB upon receipt of all relevant materials.

If a student is found guilty of malpractice:

1. No grade will be awarded in the subject concerned
2. In the case of a DP candidate, no diploma will be awarded to the candidate

An incident of malpractice or misconduct **during an IB examination** is addressed in the following ways:

- IB Coordinator informs the school administration and the student's parent
- IB Coordinator reports the incident to the IB Information Desk at the International Baccalaureate Curriculum and Assessment Centre (IBCA)

More detailed information on the IB's investigation into cases of suspected misconduct can be found in the document *Academic Integrity* (updated 2019). There is a link to this document on the school's IB website. Section is included as Appendix B in this document for easy reference.

Policy Review

This document will be reviewed annually by the IB Coordinator, IB Faculty and administration.

Appendix A: Honor Code



International Baccalaureate Diploma Programme Honor Code

The International Baccalaureate Diploma Programme at Massena Central High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, courtesy and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help advance the development of such values, an Honor Code has been established for all students in IB classes at Massena Central High School. This code exists to uphold and reinforce the values that are central to the IB tradition of excellence and applies to all classes and activities associated with Massena Central High School.

The IB defines academic misconduct as: “behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- a. **plagiarism**—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- b. **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
- c. **duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. **misconduct during an IB examination** (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. **unethical behavior** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- f. **any other behavior that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).” (“General regulations: Diploma Programme” 12).

[CONTINUED ON BACK – SIGNATURES REQUIRED]

It is recognized that the IB Programme is a demanding and rigorous course of study. While students are encouraged to study together and to discuss their work, ethical conduct is expected at all times.

Alleged offenses against the honor code will be investigated by the teacher or teachers involved along with the IB Coordinator. If malpractice is established, a first offense against the honor code will result in the consequences outlined in the Massena High School Student Code of Conduct. Parents will be notified and the incident will be documented in the student’s file. A second offense, regardless of the date, may result in more severe consequences as laid out by the Code of Conduct, as well as the possible removal of the student from the IB course. Further offenses may result in expulsion of the student from all courses in the IB Diploma Programme. If the malpractice involves work submitted to the IB for external assessment, procedures set forth in the document *General Regulations: Diploma Programme* (accessible on the school’s IB webpage) will be followed.

Inherent in this Honor Code is the responsibility of all members of the IB community who have knowledge that a student has violated the Honor Code to report such behavior to their teacher or to the IB Coordinator. Inaction implies approval of inappropriate behavior.

Affirmation of Integrity:

I, _____, do hereby resolve to uphold the Honor Code of the International Baccalaureate Diploma Programme at Massena Central High School. I shall refrain from all forms of academic dishonesty and malpractice including plagiarism, collusion and other forms of cheating. I understand the consequences of breaking this code. I recognize that the IB Diploma Programme is based upon a foundation of trust and respect. Academic integrity is essential to the existence and growth of any academic community. Without maintaining a high standard of integrity and conduct, the reputation of the school and of the IB Programme is compromised and society is poorly served.

(Student Name Printed)

(Student Signature)

(Date)

(Parent/Guardian Name Printed)

(Parent/Guardian Signature)

(Date)

THIS FORM MUST BE SIGNED & RETURNED TO THE IB COORDINATOR BY OCTOBER 21, 2021.

Appendix B

From *Diploma Programme Assessment Procedures 2022*:

C5.3.1 Circumstances that will trigger an investigation

Alleged student misconduct and school maladministration is reported to, or identified by, the IB in the following ways.

- A coordinator reports that academic misconduct may have taken place during an examination.
- An examiner or moderator reports possible misconduct during the marking process.
- An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.
- A comparison of specific assessment components using an IB bespoke program shows similarities between candidate work (in the same school or across IB World Schools).
- Whistle-blower reports.

From [Academic Integrity \(October 2019\)](#):

Investigation of student academic misconduct cases

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

If the IB notifies a school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

Students suspected of academic misconduct must be invited to present a written statement that addresses the suspicion of academic misconduct. If a student declines to present a statement, the investigation and decision on whether the student is in breach of regulations will still proceed; however, the school will be requested to confirm in writing that the student declined the opportunity to present a statement.

Cases of suspected academic misconduct will be referred to an internal panel composed of experienced members of staff from the IB's Assessment Division at the IB Global Centre, Cardiff. Their decision is subject to approval by the Final Award Committee. If the internal panel is unable to reach a decision, then the case will be referred to the academic honesty manager. Unprecedented and extraordinary cases will be referred to the Final Award Committee.

If the internal panel or Final Award Committee confirms the case of academic misconduct, a penalty will be applied to the subject(s) concerned. The penalty will be proportionate with the severity of the incident; for further details about the penalties and retake opportunities, please refer to the penalty matrices in the appendices.

If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a student's results have been issued. This could be identified, for example, through the enquiry upon results process. If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where applicable. Students will be expected to return their certificates and the IB will issue new documentation.