**Academic Integrity Policy**

**Eastside High School IB Program**

It is expected of all students attending Eastside High School that they develop an awareness of, and practice the values and skills associated with, academic honesty. The IB Program recognizes that the understanding and practices of academic honesty are learned attitudes and behaviors. Students thus need to be informed, and given opportunities to both see and practice acceptable ethical behavior when it comes to scholastic research and products. The goal is for students to internalize ethical practices and take responsibility for their actions. We take this process so seriously that each year time is spent working on this theme across all grade levels and in all subject areas.

We recognize that there are tremendous pressures upon students to complete work which in turn can pressure them into making unethical decisions. Ignorance, carelessness, a lack of interest, or other stresses may encourage dishonest conduct. So might the perception that dishonest behavior is unlikely to be caught or punished.

However, the consequences of being dishonest can be severe. For an IB student in the most extreme case of dishonesty, those consequences might result in loss of diploma, reconsideration of acceptance into a college or university, a loss of trust among their peers and faculty, and grade consequences. Rather than emphasizing academic dishonesty, we try to focus upon the positive, namely, developing the mindset and values associated with honest scholastic practices.

This document provides a list of definitions and discussion affiliated with the IB Program’s understanding of academic honesty and its practices. Students and parents are expected to become familiar with this document. Students and parents will attest to their familiarity by signing a letter to that effect, which will be part of each IB student’s files. Some of the statements that follow (in italics) are taken directly from the IB document on Academic Integrity found on the ibo.org website.

# CONCEPTS

Let’s start with the notion of **authentic work.** IB defines this as:

*… one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged*.

(Academic Integrity Policy, ibo.org)

It’s probably true that few of us ever produce a truly unique work which is ours and ours alone. Most work piggybacks upon the thoughts and expressions of others. What makes our work unique is how we process, integrate, interpret, and express the ideas we have used from others. It is only right to acknowledge where we got some of our ideas from, and in order to demonstrate the understanding is truly our own, it is also only right to use our own expressive means, be they verbal, artistic, or some variation.

There are some learnable practices that allow students to produce authentic work and which will be examined, practiced, and expected in IB classrooms. For example, students should know how to **paraphrase.**  Instead of copying wholesale entire passages or simply replacing a few words but largely keeping a passage from someone else intact, which is the definition of **plagiarism**, the acceptable practice of paraphrasing requires the following:

*… When using the words of another person it must become habitual practice for a candidate to use quotation marks, indentation or some other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be clearly identified along with the quotation and not reside in the bibliography alone. Using the words and ideas of another person to support one’s arguments is a fundamental part of any academic endeavor, and how to integrate these words and ideas with one’s own is an important skill that must be taught.*

(Academic Integrity Policy, ibo.org)

Robert Harris in The Plagiarism Handbook also identifies various forms of plagiarism, some of which students may not understand as constituting academic dishonesty. (Note that this is only a partial list.)

* *Downloading of a free research paper.*

* *Buying a paper from a commercial paper mill.*

* *Copying an article or parts of an article from the Web or an on-line or electronic database.*

* *Translating a foreign Web article into English, or, in a foreign language class, translating from English into the target language.*

* *Copying a paper from a local source, such as another student in the class or an older friend or sibling who has a graded version of the assignment.*

* *Cutting and pasting to create a paper from several sources.*

* *Quoting fewer than all the words copied.*

* *Changing some words but copying whole phrases.*

* *Paraphrasing without attribution.*

* *Summarizing without attribution.*

* *Faking a citation.*

* *Copying a homework assignment.*

Using a standard practice for **citation** and creating a **works cited** (such as MLA format) also are expected of work meeting standards of academic honesty. These are also practices taught throughout the curriculum. They should be demonstrated on all internal assessments produced by IB students. (Internal assessments are ones chosen by the student with guidance from the teacher, and represent, along with the external assessment exams, an important part of the IB exam grade in each subject.)

Likewise, honest works are not created on the basis of falsehoods (e.g., made-up data, altered graphs, etc.), deliberately selective and biased sources, or work duplicated or copied or through cutting and pasting. Purchasing materials from other sources and claiming them for oneself is a flagrant violation of honesty.

The internet has made it easier for unethical scholarship to occur. IB provides the following warning:

*Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgement. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism. CD-Roms, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.*

(Academic Integrity Policy, ibo.org)

IB’s policy regarding the use of Artificial Intelligence (AI) to help students in academic writing is that the IB will not ban the use of AI software; however, any use of AI generated writing must be cited appropriately. It is not acceptable to generate a paper through AI software and cite the entire paper.

**Collaboration versus Collusion**

Learning largely is a collaborative process. Most teachers encourage students to share ideas, communicate about assignments, and help each other understand ideas. However, all final products should be the work of the individual student, unless a teacher specifically states that a work may be turned in as a collective effort of two or more students. No major part of an assessment should ever be copied from someone else.

When a student supports academically dishonest practices by others through, for example, allowing work to be copied and submitted as one’s own, that is **collusion.**

Here are other practices which the IB considers academic misconduct:

* *Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements. (For example, submitting one work for both the extended essay and an internal assessment)*
* *Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record)*
* *Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate*
* *Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination*
* *Copying the work of another candidate*
* *Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination*
* *Impersonating another candidate*
* *Stealing examination papers*
* *Using an unauthorized calculator during an examination*
* *Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination*
* *Fabricating data for an assignment.*

(Academic Integrity Policy, ibo.org)

# Teacher Obligations

Eastside teachers are expected to abide by the same rules of academic honesty. They are also expected to be clear in their own expectations for student work, and under what circumstances students may collaborate.

If there is uncertainty about the expectations, **ASK THE TEACHER!**

**Consequences of Academic Misconduct:**

# Minor Offenses

Minor offenses, such as copying or collusion on homework, will be dealt with by individual teachers.

Consequences:

1. 0 grade/mark
2. IB Coordinator is alerted
3. Parent contact
4. Report to team
5. Individual Behavior Report
6. Individual counseling

Three minor offenses over the course of the student’s high school career will result in Major Offense consequences. Academic misconduct related to IB assessments may ultimately result in a failure to be awarded marks for the work and loss of the Diploma.

# Major Offenses

For our purposes major offenses are divided into two categories: school-based offenses and those involving formal IB assignments.

School-based Offenses include but are not limited to: plagiarizing or cheating on essays, exams, presentations, quizzes, and, as previously mentioned, three or more “minor” offenses throughout the course of the student’s high school career.

Consequences:

1. 0 mark or grade
2. Referral to IB Coordinator
3. Discipline referral to Dean’s Office
4. Parent contact
5. Conference with team and parent
6. Counseling session with IB Counselor
7. Behavioral contract explaining consequences of further acts

Formal IB Assignment Offenses may include but are not limited to: plagiarizing or cheating on ToK Essays, Presentations, Collaborative Science or Group 6 Projects, Internal Assessments, the Extended Essay or falsifying CAS records.

Please note that all externally assessed papers sent to IBO are automatically submitted to Turnitin.com. Additionally, school-based essays and papers may be submitted at a teacher’s discretion.

Consequences:

1. See above, 1-7.
2. May be resolved in-school with non-submission of the project. This may result in sanctions up to and including the loss of the IB Diploma.

Academic Misconduct detected by IBO after the IB Honor code is digitally signed:

May also result in sanctions up to and including loss of the Diploma, plus IB Grade Transcript indicating No Diploma due to academic misconduct.

Please note that repeated academic misconduct or academic misconduct involving IB submissions also may result in dismissal from the IB program and/or revocation of zoning exemption.

# Student Rights

The Eastside IB faculty is committed to helping students become good scholars and practice the rules and procedures designed to ensure academically honest work is produced. Counsel will be offered to students but it should be clear that conscious and flagrant violations of the expected standards will be dealt with accordingly. Students have a right to defend their actions.

*It is the policy of the IBO that any candidate being investigated for academic misconduct is given the opportunity to be heard and to submit a written defense to IBCA. If a case of academic misconduct is very serious, either because of its nature or because the candidate has already been found guilty of academic misconduct in a previous session, the final award committee is entitled to decide that the candidate will not be permitted to register for examinations in any future session. An IB diploma, or a certificate, may be withdrawn from a candidate at any time if academic misconduct is subsequently established.* SOURCE: “Academic Integrity Policy—Program Resource Center—International Baccalaureate.” <https://resources.ibo.org/dp/topic/Academic-honesty/works/edu_11162-58121>? accessed August 15, 2022

**IB PROGRAM EXIT POLICY** (Attached to student registration form and signed annually)

I understand that if I violate any of the conditions listed below I may be removed from the

Eastside High School IB program at the discretion of the administration. If removed, I will be

enrolled in my zoned school or EHS Major Program classes. If exited from the IB program, I

will need to meet all of the requirements to obtain a regular Florida High School diploma, which

are different from the IB requirements. Conditions for exit are as follows:

1. Excessive Absences – unexcused absences for more than 10% of a semester (9 days)

2. Low Grades and GPA – one F as a semester grade, more than one D as a semester grade,

and/or cumulative GPA falls below 2.0. If cumulative GPA falls below 2.5, the student will be

placed on academic probation.

3. Cheating and/or Plagiarism – this violation includes both in-class assessments and/or IB

Assessments

4. Conduct Unbecoming of an IB Student or Student Code of Conduct Violations - including but

not limited to: engaging in bullying or cyber-bullying, defaming character or reputation, making

threatening or harassing comments, and/or using racist slurs/speech. Unbecoming conduct or

Student Code of Conduct Violations will be treated as such whether it occurs at school, school related functions, in the community while representing Eastside, and/or on social media.

Behavior of this kind violates the IB mission statement.

For the IB years (grades 11 and 12), this additional policy is in effect:

5. Failure to meet deadlines and/or fully complete IB assessments – this includes Internal

Assessments, Portfolios, Group 4 project, TOK Essay and Exhibition, and Extended Essay.

I understand that I may receive a warning on the first offense, depending on the severity of my

actions, and be placed on probation. In the event I commit a second offense, I will have forfeited

my enrollment in the IB program at Eastside High School.

When a student is considered for removal from the IB program, a hearing consisting of teachers,

coordinators and assistant principal shall be held. The Eastside High School administration

reserves the right to make all final decisions.

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Student Signature Date Parent/Guardian Signature Date

Return signed form to: Anne Koon, IB Coordinator (koonal@gm.sbacedu) or Adele Turnage,

Assistant Principal of Curriculum ([turnagas@gm.sbac.edu](mailto:turnagas@gm.sbac.edu))

Exit Policy updated May 2022