

## IB Academic Honesty Policy:

Irmo High School values an environment that supports principled students who act with integrity and honesty across all academics and with all stakeholders. Academic misconduct as defined by the IB in the Academic Honesty in the Diploma Programme pamphlet is “behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.” Although this is not an exhaustive list, there are five categories of misconduct that are the most frequently investigated by the IBO:

- 1. Plagiarism** – Plagiarism is when a student uses another’s ideas, words, or work as his/her own and does not give the original source credit. Intent does not matter. *For example: A student has a paper due the next day on the Vietnam War. While writing the paper, she finds a great quotation from Robert McNamara. She copies and pastes it into the paper, and she intends to place an in-text citation but forgets. This is plagiarism, and good intentions do not absolve her from the infraction.*
- 2. Collusion** – Students are expected to collaborate; however, collusion differs from collaboration. It is defined as “supporting academic misconduct by another student” (Academic Honesty in the Diploma Programme). Examples of collusion include copying assignments, submitting work that is not your own, or working together on assignments in which individual work is expected. *For example: Seniors in the biology class work together during a lab due to limited equipment. Students are expected to complete the lab together, and their data will be the same; however, they are expected to complete their lab reports individually. The group decides to work on their reports together since they completed the lab together, and they turn them in. They have committed collusion.*
- 3. Misconduct** – This category is what most people consider “cheating.” It is the taking of unauthorized material into an assessment, the unauthorized access to exam materials before the assigned time, or communicating, verbally or silently, with someone else during the assessment. It can also include disruptive behavior, for which students can be expelled from an IB examination room. *For example: If a student sees a copy of an upcoming assessment on a teacher’s desk and takes a copy, physically or digitally, that they intend to use to gain an unfair advantage over other students, then they are guilty of misconduct.*
- 4. Duplication of work** – Students may not present an assignment for a different assessment than the one it was originally intended to complete. *For example: Students are working on the subject of the Mexican Revolution in their History of the Americas class and in their Spanish SL class. They request and are assigned the subject of Venustiano Carranza in both classes. The student completes the assignment for HOA, but due to time constraints, the student decides to make slight alterations to the paper so that it can also be used for the Spanish paper. This is academic misconduct. Some might argue that it is not the*

*same paper, but it is not substantially changed. It is better for the student to choose subjects in the two different classes that are disparate enough that this type of malpractice does not occur.*

- 5. Communication about the content of an examination** – IB defines “communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations” (Academic Honesty in the Diploma Programme) *For example: A group of students finish their IB exam and later in the day discuss some of the questions with their teacher. One student thinks of an important detail after going home and snapchat it to a friend in the IB Programme in the next town. This student has breached IB regulations. It is safest not to communicate about IB topics during the 24 hours before or after any exam.*

### **Responsibilities of stakeholders:**

Academic honesty at its essence is simply an effort to make sure that others understand where information originated and how the interested reader can locate references that have been utilized.

#### Administrators:

- a. Promote parent and student awareness of the academic honesty policy.
- b. Provide professional development for teachers on how to create and maintain an environment of academic honesty in their classrooms.
- c. Investigate all instances of alleged academic misconduct provide a fair, equitable, and consistent environment of adjudicating academic misconduct infractions in accordance with this policy, school board policy, and state law.

#### IB Coordinators:

- a. Promote and train IB teachers on the academic honesty policy.
- b. Report all incidents of academic dishonesty to the Head of School and initiate investigation.
- c. Collect evidence of academic dishonesty and maintain records of student investigation.
- d. Will follow all steps in processing academic dishonesty.

#### Teachers:

- a. Teach students an appropriate documentation method for use in classrooms.
- b. Give students opportunities in which to practice how to use others’ ideas, words, or work appropriately in their classroom.
- c. Remind students of the forms of possible academic misconduct and how to avoid them.
- d. Follow all school and district policies in regards to academic dishonesty.

#### Students:

- a. Read this academic honesty policy and ask questions about anything that is unclear.

- b. Understand the difference between directly quoting a source, paraphrasing, and plagiarizing.
- c. Use an appropriate documentation style for all source material, in-text and in the bibliography.
- d. Refuse to participate in collusion in any form.
- e. Understand the consequences for academic misconduct, at the internally-assessed local school level and at the externally-assessed IB level.
- f. Follow all instructions and rules given by their IB teachers and the IB Coordinator.

#### Parents/Guardians:

- a. Review the principles set forth in this academic honesty policy with their student
- b. Clarify anything that the student does not understand
- c. Help students to understand the importance of practicing honesty in all situations, even when it will be to the student's disadvantage
- d. participate in parent-school meetings when contacted and requested

### **Procedures and Consequences:**

#### **Step One**

Students and staff who suspect any form of academic misconduct by someone in the IB Diploma Programme are honor-bound to report it. Incidents of misconduct may be reported to any teacher or administrator in the school who will then report the incident to the IB Coordinator. Upon learning of any incident, the IB Coordinator will be responsible for informing the Head of School and beginning an inquiry into the alleged misconduct.

#### **Step Two**

The IB Coordinator will request specific evidence from the classroom teachers or other staff members who may have supervisory duty over the students or incident in question. The inquiry will consider written materials, observations, or information provided by students and/or staff.

#### **Step Three**

If the inquiry finds there is no evidence of academic misconduct, then the information from the inquiry will be filed and kept by the IB Coordinator for a period not to exceed three years, and no other measures will be taken.

If the inquiry finds that there is evidence of academic misconduct and the assignment under inquiry is an *internally-assessed* assignment, these steps will be followed:

#### **First Offense**

- a. A parent conference will be held to discuss the infraction.
- b. The student will receive a zero on the assignment under inquiry.
- c. The student's infraction history may be shared with any IB teacher upon a written request to the IB Coordinator.

### **Second Offense**

- a. A parent conference will be held to discuss the infraction.
- b. The student will receive a zero on the assignment under inquiry.
- c. The student will be recommended to the Assistant Principal for disciplinary action.

### **Third Offense**

- a. A parent conference will be held to discuss the infraction.
- b. A written reprimand will be placed in the student's permanent record.
- c. The IB Coordinator will recommend to the Head of School that the student be removed from the IB Programme.
- d. The student will be ineligible to obtain or retain membership in the National Honor Society, and their name will be struck from the record book.

If the inquiry finds that there is evidence of academic misconduct and the assignment under inquiry is an *externally-assessed* assignment, then the student will be subject to the school's inquiry as well as actions to be taken by the IB for alleged breaches to the regulations under Section A1.10 of the Handbook of Procedures for the Diploma Programme 2017.

All information produced by the inquiry will be retained by the IB Coordinator for a period not to exceed three years from the date of the inquiry.

All information produced from an inquiry of academic misconduct that is verified may be shared with any teacher in the IB Programme during the student's tenure in the program upon request.

**Irmo High School International School for the Arts  
International Baccalaureate Programme  
Honor Code**

As an International Baccalaureate student at Irmo High School, I pledge to honor academic and personal integrity by being Responsible, Respectful and Reputable. I have attended the required discussion of the Honor Code with the IB Coordinator, and I pledge to uphold the values of our honor code.

Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*The above signature indicates that the individual has fully read and understood the Honor Code as the accepted standard for all work completed toward the IB diploma.*

**Responsible** is being accountable for our actions and accepting the consequences of our actions.

**Respectful** is treating others as we would like to be treated. In an environment of respect, we do not malign others for their background, appearance, opinions, personal beliefs or personality traits.

**Reputable** is being honest and valuing the truth by demonstrating integrity through our actions whether or not we are being observed by peers, parents and teachers.

In particular, reputable academic integrity means we never represent the work of others as our own and we do not allow others to represent our work as their own.

We expect all students to:

- a. Use electronic devices such as calculators, computers, cell phones, and PDAs in a legal and appropriate manner as directed by the school or teacher.
- b. Work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- c. Prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.
- d. Follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.
- e. Be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

Moreover, it is the prerogative of the IB Coordinator and the school administration to remove any student from the IB program who engages in any form of dishonesty, including but not limited to the following malpractices defined by the IBO:

- 1. Plagiarism** - representation of the ideas or work of another person as one's own.
- 2. Collusion** - supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another person.
- 3. Misconduct** - cheating on an assessment by using unauthorized material or communicating with others.
- 4. Duplication of work** - presentation of the same work for different assessment components and/or diploma requirements.
- 5. Communication about the content of an examination** - within a 24 hour window of time before or after an exam with others outside the school community.
- 6. 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).

In their academic work, IB students develop research skills and study habits that are needed to demonstrate academic honesty in formal ways. IB 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. This level of rigor can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB Programmes; yet, in the IB, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).

**Irmo High School  
International Baccalaureate Programme  
Certificate of Originality**

I, \_\_\_\_\_, certify that the attached product is my own original work. I am familiar with the Irmo High School International Baccalaureate Programme Honor Code and acknowledge my responsibilities to myself, the IB Programme, and Irmo High School with regards to honesty, integrity, respect and responsibility in my work. I have identified the original sources of all information, whether quoted verbatim or paraphrased, all images and all quotations with citations and reference listings. I affirm that this work has not been previously submitted by anyone else in or outside of the IB program, nor has another person completed any portion of this work for me. I also confirm that no copyright, trademark or other intellectual property laws were violated in the creation of this original work.

Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Bibliography**

"Academic honesty in the IB educational context."

<https://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>

Carroll, J. July 2012. Academic honesty in the IB. IB Position Paper.

<http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>.

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[http://www.dillon3.k12.sc.us/LHS/resources/ib/Latta%20High%20School\\_Academic%20honesty%20policy.pdf](http://www.dillon3.k12.sc.us/LHS/resources/ib/Latta%20High%20School_Academic%20honesty%20policy.pdf)

IB World School, Academic Honesty Policy, v1, rev. 16 Nov 2016

## **Contributors**

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Dr. Diane Padula - IB Diploma Coordinator

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Irmo High School Education Foundation Board Members

IB Parents (past, present and future)

IB Students ( 11th and 12th grade)