



# Chandler High School

## IB Program

### Academic Honesty Policy



#### **Chandler High mission statement:**

*Our mission, in partnership with parents and the community, is to provide students with rigorous educational experiences to develop the knowledge, skills, and attitudes needed to succeed in an ever-changing world.*

#### **We understand that:**

- Knowledge is constructed, democratic, interdisciplinary and not absolute
- Educated = the ability to inquire / research
- Inquiry/research needs to be driven by questioning
- Evidence of understanding comes from research evaluated against certain criteria
- Asking questions must be valued
- We are all lifelong learners
- Students need to be expected to be active, constructive, independent but collaborative learners
- Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act.

### **Student responsibilities**

#### **Students shall**

- not engage in any form of academic dishonesty at any time; including collusion, duplication of work, plagiarism, and all other forms of cheating.
- learn correct methods of source citation, including for Internet sources, and ask teachers for guidance. Ignorance of standard practice as taught in the program shall not excuse students’ responsibility for proper source citation.
- ensure that all of the work they submit “is authentic, with the work or ideas of others fully and correctly acknowledged” (IBO, p. 7).
- inform a staff member when they are aware that another IB student or students have demonstrated academic dishonesty.
- work collaboratively only in appropriate circumstances. Students are encouraged to form study groups, but they should always ask their teachers for clarification about what type of collaboration is appropriate *before* working with other students.

### **Teacher responsibilities**

#### **Teachers shall**

- make students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process.
- make students aware of the consequences of academic dishonesty.
- teach students how to use the words and ideas of others appropriately to support their own oral and written communication: “Using the words and ideas of another person to support one’s arguments while following accepted practices is an integral part of any intellectual endeavor, and integrating these words and ideas with one’s own in accepted ways is an important academic skill” (IBO, p. 3).
- be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice. This includes requiring students to submit work to the plagiarism prevention website Turnitin.com.
- read, understand, and comply with the IBO’s “Academic honesty: guidance for schools” publication.

### **School responsibilities**

The school administration and IB Coordinator are responsible for maintaining fairness and consistency, following up when a teacher or another student brings academic dishonesty to them. They will provide professional development for all teachers at the school about academic honesty, intellectual property and best use of technology in honest ways. The IB coordinator will ensure that the parents are kept up-to-date through school publications and the webpage about matters related to academic honesty.

### **Parent responsibilities**

Parents should speak to their children about the need to be honest and why it is important in the context of academics.

## Measures taken to provide education and support

All IB student groups meet with the IB coordinator monthly. At each meeting in every grade level there is a different aspect of academic honesty that is highlighted and taught. In addition, classroom teachers will monitor students and add to their knowledge on honesty policies.

### Malpractice

Students are required to act in a responsible and ethical manner throughout their participation in the IB program. In particular candidates must avoid any form of malpractice. *The IBO defines malpractice as "behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.* Malpractice most commonly involves collusion or plagiarism; however, there are other ways in which a candidate may commit malpractice.

Although the following list is not exhaustive, malpractice can, in general, take several forms:

- **plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own.
- **copying:** taking work of another student, with or without his or her knowledge and submitting it as one's own.
- **exam cheating:** communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.
- **duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
- **falsifying data:** creating or altering data which have not been collected in an appropriate way.
- **collusion:** helping another student to be academically dishonest.

### Procedures in the case of malpractice

If a teacher has reason to believe that academic dishonesty has occurred, the following steps will be taken.

- The teacher will investigate the suspected malpractice.
- The teacher will communicate the outcome of his/her investigation to the IB coordinator.

If the teacher and IB coordinator are in agreement that malpractice has occurred, then the student will receive no credit for the assignment in question and disciplinary consequences will be enacted by the IB coordinator.

Consequences for academic malpractice range from the student earning a zero on the work involved to immediate dismissal from the IB Program, depending on the severity of the infraction.

The IB coordinator will communicate, in writing, disciplinary consequences to the student and his/her parents. This letter will be placed in the student's file in the coordinator's office but will not become a part of the student's permanent academic record.

If a student is allowed to remain in the IB Diploma Program following a first incident of academic malpractice, a second incident of any type, on any assignment, at any time during the student's enrollment in the any year of the IB Program, will result in the student's dismissal from CHS's IB Program, and in the case of a 9<sup>th</sup> or 10<sup>th</sup> grade student, potential exclusion from access to the IB Career-Related or Diploma Program.

**If the malpractice has to do with an official document that is to be mailed to IB for grading (Internal Assessments, Written Assignments, etc.), the malpractice shall be communicated directly to IB. The IB Coordinator will follow instructions from the IB Office of Academic Honesty about how to record official IB scores. Please note that IB policy states that a school shall not submit work that is known to be duplicated or not authentic. Non-submission of work results in no grade being awarded for the subject.**



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Student name \_\_\_\_\_ ID # \_\_\_\_\_

Class of \_\_\_\_\_

**I have read Chandler High's IB Academic Honesty Policy. I understand what constitutes Academic Honesty and Integrity. I will act in a responsible and ethical manner throughout my participation in the IB Program.**

Student signature \_\_\_\_\_ Current grade 9 10 11 12 Date \_\_\_\_\_

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