



**GREEN LAKE**  
SCHOOL DISTRICT  
AN ENVIRONMENT OF EXCELLENCE

## Green Lake School District IB Academic Integrity Policy

**Philosophy of Academic Integrity:** It is the mission of the Green Lake School District to create an environment of excellence by creating a safe environment that encourages mutual respect, enthusiasm for learning through personal attention, and access to an integrated, challenging curriculum so that students can reach their full potential as positive members of the community and the world beyond the classroom. Academic integrity is at the heart of this mission as it upholds the virtues of honesty and integrity which are integral to a school culture that promotes academic excellence. Academic honesty practices will be aligned to GLSD policies/procedures and the standards and practices of the International Baccalaureate Organization.

As a full-continuum IB World School, we strive to achieve the attributes of the learner profile. Students, staff members and parents are expected to view academic honesty through the lens of the learner profile.

**Inquirers:** Inquiry based learning incorporates times when we need to think independently and also time to collaborate with others in class. We may also research what others have already done. It's important that we honestly distinguish between what we have accomplished independently and what was inspired by others.

**Knowledgeable:** One must explore the world around us and develop a conceptual understanding about some part of that world to become knowledgeable. We do so by using the work of others in a variety of formats – books, artwork, websites, radio, publications. As we do so, we are mindful to respect the work of those who inspired us.

**Thinkers:** Each student is learning to think on his or her own. We are constantly encouraged to make ethical decisions. We must think about how to acknowledge the work of others and not gain an unfair advantage from, or at the expense of, another person.

**Communicators:** Because we often collaborate with people, it's important that we respect others and provide credit for work that is not our own, no matter what the format. Further, we communicate that their work is credible and well informed by documenting their sources.

**Principled:** We are expected to demonstrate the ability to perform the right action, even when nobody's watching. We strive to instill a strong sense of fairness and the ability to accept responsibility for our actions and their consequences.

**Open-Minded:** We all strive to appreciate the values and the work of others. We can consider and acknowledge work from a variety of individuals to become informed and open to new perspectives. Such expansive perspectives equip us to evaluate many different points of views as we grow from our experiences. While doing so, we must not lose track of those who own the ideas and not claim them as our own.

**Caring:** Caring people show respect and work to make a positive difference in the world around them. We strive to be honest and caring citizens who work fairly and acknowledge the work of others.

**Risk-Takers:** We take risks when we explore new ideas and create new work, either independently or with others. We approach the challenge of exploration with personal integrity and risk exposing ourselves through our own, original ideas.

**Balanced:** We strive to achieve successful interdependence with other people by finding balance between doing our own work and cooperating with others.

**Reflective:** As reflective citizens, we continually improve themselves. This includes enhancing our originality and being as honest as possible about our sources of inspiration.

It is an expectation that a student's learning requires that he/she represents the efforts of himself/herself. All coursework is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged. This requires teachers in the PYP, MYP and DP classroom to frequently review expectations so that students fully understand plagiarism and the guidelines for collaborative work.

Assistance is in place so that students are supported in their learning. These include: after school "Homework Club", supported study halls, academic advisory periods and the availability of teachers throughout the day. Students are expected to seek help if they are in question about their coursework before they submit their work.

Definitions:

## A. Academic Honesty

Academic honesty is a set of intrinsic values and skills that promote the learner profile trait of principled, as well as integrity in teaching, learning and assessment. Furthermore, GLSD expects that students respect others' intellectual property, and submit work that is of their own creation. If GLSD students or teachers want to use the ideas of others in their work, they are expected to cite them appropriately.

## B. Accomplice to Cheating

At GLSD, accomplice to cheating is defined as behavior that provides another student with help in cheating. This help includes, but is not limited to:

- Giving intellectual property (their own or others) to a student with intent to cheat.
- Providing information on how to obtain another student's intellectual property.
- Providing information on how to obtain assessment tasks (prior to examination).
- Forging documents for another student.
- Helping copy documents for another student.
- Providing unauthorized notes to another student during an assessment.

## C. Authentic Authorship

Authentic authorship is defined as a student's piece of work based on his/her individual and original ideas, with the ideas and work of others fully acknowledged. It is important to note that students may use resources that support their ideas, but they must also cite the source.

## D. Cheating

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes, but is not limited to:

- Copying another student's work (with or without their knowledge).
- Copying assessment tasks.
- Forgery.
- Using unauthorized notes during an assessment.

## E. Collaboration

Collaboration is a necessary 21<sup>st</sup> century skill. Therefore, GLSD desires that all of our students learn to collaborate ethically on intellectual projects. However, students must understand the difference between honest collaboration and dishonest collaboration. Collaboration is defined as cooperative work with other students on intellectual tasks. In collaborative work, students are assigned individual responsibilities to help them learn both interdependence and group accountability. Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration. Any behavior during collaboration that falls under the definition of cheating or accomplice to cheating will be handled as such.

## F. Intellectual Property

Intellectual property is defined as ideas or work of another person, including professionals and students.

## G. Malpractice

Malpractice is any act of academic dishonesty. This includes plagiarism, cheating and accomplice to cheating.

## H. Paraphrasing

Paraphrasing is defined as using other works to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be acknowledged through citations.

## I. Plagiarism

Plagiarism is defined as using words, ideas or products which belong to another person or source, without giving credit to the source from which it was taken. Plagiarism can occur when a person tries to represent another person's work as their own in order to obtain some benefit, credit or gain. However, plagiarism can occur unintentionally if a person does not acknowledge the work of others that helped him/her to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

## Role of Stakeholders:

The education of students is a collaborative effort, in which all stakeholders play an important role. Therefore, each member of this collaborative team has duties to uphold.

### A. The Role of the Student

#### 1. Giving Credit

Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged. Even if the intellectual property is summarized or paraphrased, it requires proper citations. Parenthetical citations should be used in all essays, and a works cited page is required for multi-source research and/or analytical writing.

#### 2. Clarification

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding GLSD's academic honesty expectations. Attempts to gain clarification prior to submission of work

will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

### 3. Principled Action

Report: Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher or administrator immediately. Students who report these incidents are maintaining GLSD's policy of acting with integrity, and helping their peers see the importance of honesty.

## B. The Role of the GLSD Leadership Team

### 1. Education

Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the teacher and/or school principal. In this meeting, expectations regarding academic honesty are clarified for the student. The teacher and/or school principal ensures that the student:

- Understands what constitutes academic honesty, an authentic piece of work and intellectual property.
- Receives guidance on how to acknowledge sources.
- Understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty.
- Knows and understands GLSD's Academic Integrity Policy.

### 2. Delivery of Consequences

a. First Offense: The student will meet with the teacher to review the definition and discuss examples of plagiarism. Parents will be notified. The student will be given the opportunity to redo the work. Principal will be informed.

b. Second Offense: Upon the second offense of academic dishonesty, the student receives a zero for his/her work. The principal delivers this consequence and requires a meeting between a member of administration, the student and the family.

## C. The Role of the Teacher

### 1. Awareness

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assigned formative or summative task. Needed skills may include, but are not limited to:

Direct instruction of research steps and citation procedures.

Thorough assessment explanations including preferred citation formats.

Informal reminders.

List of conventions for acknowledging sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used.

## 2. Detection and Reporting

Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidents of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with the level of that particular student. Given GLSD's practices with frequent formative assessments, and summative assessments that are closely monitored by the teacher, these incidences are often easily detected. When academic dishonesty is detected by a teacher, he/she should report the issue to the school principal and provide adequate evidence of the malpractice. After the teacher has discussed the evidence with the principal, the teacher has completed his/her reporting responsibilities.

## D. The Role of the Family

1. Families are expected to support GLSD's Academic Integrity Policy. Therefore, it is essential that families come to requested meetings to discuss the academic integrity of their student(s).

2. Families should encourage academic honesty by helping students understand the expectations related to authentic authorship, thereby preventing malpractice.

*The Green Lake School District Student Handbook* description: Academic work handed in by a student shall be the sole work of that student. Any form of dishonesty will be dealt with according to the discipline guidelines. Examples of dishonesty include, but are not limited to, any form of cheating: plagiarism, cheat sheets, any copying of work/assignments/tests including electronic files, the sharing of information about assessments or assistance on assessments. In situations where more than one person is involved, all students will be held accountable per the guidelines above. For example, the student providing answers or information to another student about a test will receive the same punishment as the student who uses such information. Plagiarism is taking credit for work that is not the student's own.

Discipline Guidelines for Plagiarism in Student Handbook:

1st offense- The student will meet with the teacher to review the definition and examples of plagiarism. Parents will be notified. The student will be given the opportunity to redo the work.

2nd offense- The student receives a zero on the assignment and an office referral is made. The parents and the head of school are notified.

3rd offense- The student receives a failing grade for the quarter and an office referral is made. The student may receive an in-school suspension. The parents and the head of school are notified.

IB Diploma Programme courses are subject to the Diploma Programme General Regulations, which state: The IB defines academic misconduct as behaviour (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. Behaviour 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, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. unethical behaviour such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- f. any other behaviour 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).

IB Written Examinations: Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects. Teachers and school administrators have a responsibility to model integrity and practise academic honesty themselves. IB Written Examinations For all cases of malpractice in relation to the IB examinations hosted in May, the IB Diploma Programme Coordinator will send a report to the coordinator help desk ([help@ibo.org](mailto:help@ibo.org)) at the International Baccalaureate Curriculum and Assessment Centre (IBCA) in The Hague. The report will be sent so that it will reach the coordinator help desk within ten days of the examination in which the incident occurred. IBCA will determine the next steps to follow in determining consequences for the offending student(s).

The Diploma Programme Coordinator of the Green Lake High School will ensure that all rules and regulations regarding IB examinations are followed, including:

- a. All rules regarding IB testing are followed and proper conduct by all candidates is maintained in the testing room
- b. IB exam materials are kept in a safe, locked area free from access to anyone but her/himself.
- c. All testing students sign a Declaration of Academic Honesty affirming that all work submitted for assessment will be their own work.
- d. All testing students receive a copy of the IB Code of Conduct before taking their IB exams.
- e. Proper space is kept between students in the testing room, with all students facing forward.
- f. The appropriate number of invigilators are assigned to each testing room so that adequate supervision can take place.
- g. All invigilators have a complete copy of the regulations, and understand and comply with these rules.
- h. Safe conveyance of exam materials to the assigned examiner: