



Academic Integrity Policy

OMAHA CENTRAL HIGH SCHOOL
An International Baccalaureate World School

Omaha Central High School Mission

The mission of Central High School is to continue a tradition of excellence emphasizing academic achievement, responsible global citizenship, and pride in diversity and enduring scholarship.

International Baccalaureate Mission

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.

Original 2012-13 policy team:

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Contents based on Diploma Programme: Academic Honesty, published by the International Baccalaureate, (2009), Peterson House, Cardiff, Wales

Purpose of Policy

This Academic Honesty and Integrity policy is intended to define and clarify the expectations associated with the submission of authentic work, to describe the consequences of academic malpractice, and to clarify the responsibilities of the stakeholders. This policy is reviewed every two years.

Central High School Philosophy

Central High School believes integrity means doing the right thing even when no one is looking. It also means reporting behaviors inconsistent with academic integrity. The school recognizes that learning academic integrity is a process and that initially students may make mistakes. When appropriate, reteaching comes before severe consequences.

Glossary of Terms

What is Academic Honesty?

The IBO defines academic honesty in *Academic Honesty* (2014) as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment” (1.1). The qualities of personal integrity principles included in the *Learner Profile* are primary reasons for focusing on academic honesty. IBO defines students who are principled as acting “with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individual groups, and communities. They take responsibility for their own actions and the consequences that accompany them” (Learner Profile 2006). All stakeholders (students, teachers, parents, administrators) benefit from an atmosphere in which academic honesty is expected and celebrated.

Academic honesty requires students’ work be authentic, have respect for intellectual property and an avoidance of malpractice.

What is Authenticity?

Authenticity refers to any created work including written or oral “that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged” (1.5).

What is Intellectual Property?

Intellectual property refers to the protection of creative works including literature, art, dance and music. These creative works are protected through the use of patents, registered designs, trademarks, moral rights and copyright. The protection is supported by national and international laws (1.3).

What is Malpractice?

Malpractice is behavior that results in, or may result in, a student or students gaining an unfair advantage in an assignment, quiz, test, assessment or examination over other students (2.1). Malpractice may be different than cheating or plagiarism because both cheating and plagiarism are

done intentionally. Central High School is not concerned whether an action is intentional or unintentional if the words, ideas or intellectual property of another individual are represented as a student's own. Malpractice includes accidental academic infringement by negligence, sloppiness, rushed work, as well as plagiarism, collusion, duplication of work and any other behavior that results in a student appearing to claim another person's work as his/her own or gaining an unfair/unearned advantage over other students.

Types of Malpractice

Plagiarism

Plagiarism is passing off someone else's work as the student's own. This can include written work, thoughts, visuals, graphics, music, and ideas. It occurs when one fails to acknowledge the sources which are used or upon which the work is based.

Collaboration vs. Collusion

Collaboration involves students working together. There are times when collaboration is permitted, encouraged and even required. However, "the final work must be produced independently, despite the fact that it may be based on similar data. This means the abstract, introduction, content, conclusion or summary of a piece of work must be written in each [student's] own words and cannot therefore be the same as another [student's]" (2.5).

Collusion is copying someone's work or allowing someone else to copy one's own.

Duplication of Work

Duplication of work is the presentation of the same work for different classes or subject areas. For example, writing a paper for English and then using it for social studies is duplication of work.

Unfair Advantage

Unfair advantage is gaining unearned benefit(s) or opportunities over other students. It may affect the results of the offending student or other students (for example, taking unauthorized material into an exam room, misconduct during an examination, falsifying data) (2.1).

What are some additional forms of malpractice?

- Failure to document all websites used for information. This includes citing the source of copied maps, photographs, illustrations, data, graphs, etc. CD-Roms, DVDs, email messages and any other electronic media must be documented the same way as the internet, books, and journals (2.2).
- "Copying works of art, whether music, film, dance, theater arts or visual arts, without proper acknowledgment may also constitute plagiarism." Passing off the work of another person as one's own is malpractice whether or not the act was intentional (2.3).
- Presenting the same work for different classes or subject areas (2.6)
- Making up data for an assignment

- Taking unauthorized material into an exam including any electronic device other than an authorized calculator
- Leaving and/or accessing unauthorized material outside the classroom
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another student
- Exchanging information in any way regarding the content of an exam
- Failing to follow the instructions of any adult staff member responsible for the conduct of the examination
- Copying the work of another student
- Impersonating another student
- Stealing examination papers
- Using an unauthorized calculator
- Disclosing or discussing the content of an examination paper within 24 hours of the conclusion of the exam

The above list (2.8) is not intended to be exhaustive and any and all forms of malpractice represent academic dishonesty and will be dealt with as such. With the continual evolution of technology the issue of academic integrity becomes even more complex. Malpractice includes but is not limited to:

- Texting answers
- Creating calculator notes
- Buying papers
- Sharing pictures of exams or answer sheets either personally or on social media sites
- Cribbing bibliography or references

Avoiding malpractice

What can be done to avoid plagiarism?

- Clearly acknowledging each and every source of information used is the foremost way to avoid plagiarism. This should be done by referencing sources within the body of work as well as in a works cited list at the end.
- All ideas, words and work of other people need to be acknowledged. This includes classmates, class discussions, family members, etc.

- Works of art including film, dance, music, theatre, or visual must have their origin acknowledged.
- CD Rom, email messages, websites and other electronic media must be acknowledged. URLs including the date are required.
- Maps, photographs, illustrations, computer programs, data, graphs, and audio-visual material that are not original to you, must be acknowledged.
- Material that is quoted word for word must be identified with quotation marks and referenced.
- Material that is paraphrased must also have its source acknowledged.
- Use tools recommended by the school, such as Turnitin.com, Noodletools.com, the student handbook, Effective Citing and Referencing (available to the student at ibo.org), and Purdue Online Writing Lab (OWL).

Paraphrasing

Paraphrasing is taking someone else's words and putting them into your own words. The paraphrase has to be in your own style (your own voice) and fit grammatically within your writing. It is not just changing a word or two. All paraphrasing must acknowledge the original source.

Citing Sources

There are many acceptable ways of citing works. At Omaha Central High School the Modern Language Association (MLA) method is most commonly used. The website <http://owl.english.purdue.edu> is available for proper MLA formatting and the use of tools such as Microsoft Word or www.noodletools.com is encouraged. Ultimately, however, the responsibility for accuracy of proper documentation falls to the student.

Note: Citing a Personal Communication

Because personal conversations or class discussions cannot be duplicated, they are not included in your works cited. However, if you use an idea someone else generated or refer to a discussion in your work, you should document it in some way. An example might look like: Smith, J.. Class discussion. March, 2010.

Stakeholder Responsibilities

What are the responsibilities of each student?

- To ensure all work submitted for assessment is authentic with the ideas and work of others fully documented (3.4)
- To acknowledge the work and ideas of others

- To assume responsibility for the consequences of personal actions if work is not authentic regardless of whether the plagiarism is deliberate or negligent. The same is true of collusion. (6.1)
- To submit a signed coversheet documenting work is authentic for each externally and internally assessed assignment is required for IB students (6.4)

What are the responsibilities of each teacher?

- To teach, discuss and review the five principles of academic integrity: honesty, trust, fairness, respect and responsibility and how they related to the IB Learner Profile.
- To teach research and study skills (4.2)
- To teach students how to document their sources (4.11)
- To provide students examples of how to document sources (4.13)
- To bring to students' attention any signs of academic dishonesty as early in the process as possible (6.3)
- To ensure student work is authentic by using various means including knowing the quality and style of students' writing, using web-based services to check for plagiarism, looking for inconsistencies in writing style, overly mature language, work that is too error free or academic in nature (4.15 & 5.2)
- To structure assignments that focus not on information gathering, but rather on students developing their own ideas (4.17)
- To use formative assessments to document students' progress as they develop assignments (4.18)
- To warn students to guard against "academic negligence" through carelessness when documenting sources (4.21)
- To adhere to the same standards as students regarding academic honesty

What are the responsibilities of the school?

- To give each IB student/family a copy of the General Regulations: Diploma Programme (4.1)
- To give each student a copy of the IB Student Handbook
- To develop an Academic Honesty policy, share it with students and continue to address it throughout their high school career (4.2)
- To let students know that student work will randomly be checked for plagiarism (4.7)
- To inform students and parents how malpractice will be investigated and what the consequences of malpractice are

What are the responsibilities of parents/guardians?

- To support the student by promoting academic honesty (4.10)
- To support the Omaha Central and IBO in their quest to assure academic honesty in all students

Procedures and Penalties

What determines the investigation of malpractice with IB candidates?

- A coordinator informs the IBO that a student is suspected of submitting work that is not authentic (7.1)
- A coordinator informs the IBO that malpractice may have occurred during an exam (7.2)
- An examiner provides evidence of malpractice (7.3)
- Plagiarism is detected when an IB staff member is randomly checking materials submitted for assessment (7.4)

What is the procedure for investigation related to IB candidates?

- The coordinator is notified by IB that an investigation will be taking place (7.2)
- The coordinator notifies the Head of School (7.2)
- The Head of School or coordinator informs parents/guardians at the discretion of the Head of School (8.2)
- The student is shown evidence, statements and reports regarding the allegations; however, the coordinator may choose to withhold evidence if there is a need to protect the identity of an informant (8.3)
- The coordinator sends an investigation report to the IBO help desk including the following:
 - A statement from the teacher or extended essay supervisor involved
 - A statement from the coordinator
 - A statement from the student (student must be given adequate time to prepare a response)
 - A summary of the interview with the student (not required but recommended) is submitted with the student's permission (7.3)
- The investigation must take place immediately or immediately following the last examination of the student (7.4)

What is the purpose of identifying malpractice?

Penalties are imposed upon students for several reasons. It is imperative that one student not gain an unfair advantage over others; the integrity of the process of assessment is maintained only if those who abuse it are excluded and other students are deterred from making inappropriate decisions (11.1).

What are the IB penalties associated with malpractice?

If the final award committee from the IBO determines malpractice has occurred, no grade will be awarded for that subject. This may result in no diploma being awarded (11.6).

If the case of malpractice is very serious the final award committee may determine that the student may not register for future exams (11.10).

If the malpractice is determined after the student has been awarded a grade or diploma, it may be withdrawn at any time (11.11).

What are the Central High School penalties associated with malpractice?

If a teacher determines malpractice has occurred s/he will meet with the student and determine a consequence dependent upon the severity of the malpractice. Consequences may include, but are not limited to, a phone call home to parent(s)/guardian(s), detention, completing an alternate assignment, a zero for the assignment, and/or an administrative referral.

A subsequent instance of malpractice in the same course or another course may include the above consequences as well as a possible incomplete or failure for the course.

Instances of malpractice are cumulative across a student's schedule.

What is the appeals process?

The appeals and arbitration process for IB students is outlined in the *General Regulations: Diploma Programme* and the *Central High School Appeals Policy*.

Central High School has the right to apply other sanctions when dealing with malpractice in its internal examinations, testing, coursework, and homework procedures.

Although it is assumed that students and teachers will resolve malpractice issues within the classroom, students may appeal an accusation of malpractice by filling out the Academic Integrity Malpractice Appeal Form. The Academic Integrity Committee will review the information and then meet with the student and teacher. The final consequence(s) will be determined by the Academic Integrity Committee. Forms may be obtained from the Assistant Principal responsible for data.

Policy Revision

This policy will be reviewed on a biannual basis. Policy revision dates

2015-2016 by Cathy Andrus

2016-2017 by Beth Eilers, Brent Larson, Angela Meyer, DP Oversight Committee

2018-2019 by Cathy Andrus

2021-2022 by Cathy Andrus, Paul Nielson, Danielle Brandt, Sara Cowan, Beth Eilers, Sharon Elliott, Scott Wilson

Works Cited

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Academic Honesty in the IB Educational Context. International Baccalaureate Organization. 2014.

CHS Appeals Policy. Omaha Central High School, 2022

Diploma Programme Assessment Procedures 2022. International Baccalaureate Organization, 2021.

Learner Profile. International Baccalaureate. 2006.