

SHS IB Academic Integrity Policy

The purpose of this policy is to describe the principles and practices for promoting academic honesty within the Sumter High School International Baccalaureate Diploma Program and to make clear to the whole IB community the expectations and practices with regard to academic honesty for the SHS International Baccalaureate Diploma Program. It is a policy focused on prevention and the promotion of good practice (*Diploma Programme: From Principles to Practice*, 2015).

1. Philosophy

Honesty and integrity form the cornerstone of the International Baccalaureate Diploma Program at Sumter High School and are central to the high standards by which all students should live. We believe that every student has the right to pursue an education free from the ills caused by any form of intellectual malpractice. It is important to uphold high standards of academic integrity to maintain fairness, trust, and credibility and to develop respect for others (*Academic Integrity Policy*, 2023). The IB Organization defines misconduct as “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.” Further, the IB Organization defines academic honesty as “making knowledge, understanding, and thinking transparent” (*Academic Honesty in the Diploma Programme*). Further, academic honesty is integral to developing the qualities described in the IB Learner Profile, especially with regard to being principled. We believe that all IB stakeholders, including parents, are partners in promoting academic integrity: “the goal of academic integrity is to make knowledge, understanding, and thinking transparent” (*The IB and Artificial Intelligence*, 2023). We place the highest possible value on authentic student work and regard honesty above timeliness and quality. Authentic student work is the standard for **all** forms of assessment related to the coursework of the program.

2. Practices

Teachers: The goal of **teachers** is to provide opportunities for students to practice and learn how to use the work of others in support of their own work and to develop meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. They have a responsibility to teach students about academic integrity, awareness of misconduct (especially with regard to Artificial Intelligence), and procedures. This is also communicated to teachers of vertically aligned courses (feeder classes) and the expectation is that those teachers will begin the framework for the instruction of academic honesty support skills. Teachers are responsible for teaching the positive behaviors IB students will need to be able to produce work authentically. This requires the explicit instruction regarding specific conventions accepted in the discipline of their courses of instruction for ensuring transparency, including but not limited to, critically reviewing sources, taking notes, making citations, and compiling bibliographies. Teachers have a responsibility to instruct students on investigating and evaluating the usefulness of a variety of resources, methods for incorporating and referencing those resources in oral and written work, and instruct students in strategies for self-management to help students to demonstrate their work meets the formal standards for academic honesty. They are responsible for providing tools, models, and resources for students to use in this process. Teachers are responsible for clearly stating the amount and types of assistance and or collaboration allowed for student work, especially with regard to the use of Artificial Intelligence tools (AI). Teachers will clearly and explicitly state when the use of AI tools is allowable and when it is not. Additionally, teachers are responsible for formatively assessing students’ understanding of the skills required for meeting academic honesty standards, thereby turning mistakes into opportunities for students to learn and grow. Teachers are best placed to verify the authenticity of

student work, and this is often the result of familiarity with student voice, style, etc. gleaned through the scaffolding process.

Students: As young adults preparing for university studies or entry into the workplace, **IB students** enjoy the freedom and bear the responsibility of studying courses that emphasize independence and self-reliance. Therefore, it is expected that they will work carefully, honestly, and authentically. Students are responsible for ensuring that all of the work they submit is authentic and that any sources used are appropriately acknowledged, including the use of Artificial Intelligence tools (AI) when a teacher has explicitly allowed its use. This requires the explicit learning of specific conventions, such as quotation marks, for ensuring transparency accepted in the discipline of their coursework including but not limited to critically reviewing sources, taking notes, making citations, and compiling bibliographies. Any work produced by AI must be clearly referenced in the body of the student's work and in the bibliography/works cited. Furthermore, students are responsible for learning how to investigate and evaluate the usefulness of a variety of resources, methods for incorporating and referencing those resources in oral and written work, and strategies for self-management to help them demonstrate that their work meets the formal standards for academic honesty. Students are responsible for seeking clarity regarding the amount and types of assistance and or collaboration allowed for their work and adhering to those parameters. Students may be asked to explain their work such that the teacher is confident the work was created by them. All coursework received by the IB is checked via text-matching software for possible collusion and plagiarism. Any potential breaches of regulations are investigated by the IB and the student may not receive a grade for the subject. Students are given a copy of our school's IB Honor Code at the beginning of their junior and again at the beginning of the senior years. They are asked to review it with their parents, sign it, and return it to the IB Coordinator. Copies of the code are posted in each subject area classroom and in the IB Office as well.

The Sumter High School
International Baccalaureate Diploma Program
Honor Code

I understand that the IB course of study is difficult, and while group study is both accepted and encouraged, ethical conduct is expected at **all** times. Academic violations of the Honor Code consist of the following. CHEATING includes the actual giving or receiving of **any** unauthorized aid or assistance on **any** form of academic work, including homework. PLAGIARISM includes the copying of or any representation of another's work as one's own. IB faculty are watchful for suspected violations and have tools for ascertaining breaches of academic integrity, including online resources. Please refer to the *SHS IB Student Handbook* as well as the school's IB website for information regarding academic integrity and proper documentation methods.

Inherent in this Code is the responsibility of an individual to come forth and report any form of violation in the Honor Code. Violations of the Honor Code will be handled in accordance with the written teacher policy and considered a disciplinary matter to be generally handled as follows:

- 1st Offense: Parent Notification/Conference and student will receive a zero for the assignment. The student may be given the opportunity to re-take or re-submit the assessment at the teacher's discretion.*
- 2nd Offense: Written reprimand and student will receive a zero for the assignment and may face possible exclusion from the IB Exam in the specified subject.*
- 3rd Offense: Recommendation for dismissal from the IB Diploma Program.*

School: The goal of the **School** is to provide a safe and encouraging learning environment in which students can explore ideas and make visible the development of their own thinking, thus supporting academically honest behaviors and helping to instill the values and principles behind such behaviors. The school is responsible for warning students against online “help” that appears to be offering help to IB students. None of these are endorsed by the IB, and while some sources of support may be acting in good faith, they are nevertheless offering a level of support and guidance that may not be permitted by the IB. The school has the responsibility of maintaining fairness and consistency with regard to the policy and its application. The school has the responsibility of providing professional development for teachers regarding academic honesty. The school has a responsibility of promoting parent awareness. The school will make available for reference the IB publication: *Effective Citing and Referencing for students*. As part of virtual learning or hybrid learning, teachers may make use of Goguardian which allows teachers to monitor and view the history of websites visited by students during online lessons.

Parents: How can **Parents** share in the responsibility of promoting academic honesty? First, parents can encourage students to plan carefully each assignment, providing support with scheduling work, especially when there may be many assignments to be completed. Parents can seek and provide communication with the school so that they understand the requirements of the program and what is expected of students. Parents can encourage students to ask their teachers for advice if they are having difficulty. (IBO publication, *Academic Honesty Policy in the Diploma Programme*) What is helpful? What is not helpful?

Reporting, Recording, and Monitoring

The school will keep records of each situation of expected misconduct and the findings (including consequences, if any) in the office of the IB DP Coordinator. Incidents may be treated on a case-by-case basis by teachers; however, teachers are to report suspected incidents to the coordinator and keep him or her informed of any outcomes. In serious incidents, this is to be done in writing. The coordinator (along with any additional administration personnel, if needed) will monitor incidents for possible trends, including escalation. Students are to be given the opportunity to make mistakes safely and learn from them. When possible and advisable, additional instruction and support will be part of any actions and/or consequences.

The Rights of the Student

A student suspected of misconduct has the right to have a parent, peer, or teacher present in the discussion of the incident in question.

3. Links to Inclusive Education, Language, Assessment, and Admissions Policies

Academic Honesty and Inclusive Education

Students participating in the IB DP of Sumter High School who receive classroom accommodations through a 504 Plan or IEP will receive those same accommodations within the IB coursework and assessments as authorized by the IBO. Students, their parents, and their inclusive education teachers are responsible for informing the IB classroom teachers and coordinator of all accommodations required. Only those accommodations approved by the IBO may be applied in IB assessments. Undue assistance not explicitly stated in either the student’s 504 Plan or IEP will constitute misconduct.

Academic Honesty and Second Language Learners

Students identified as second language learners of English in our school are encouraged to participate in our IB DP. Students, their parents, and second language support teachers are responsible for informing the IB classroom teachers and coordinator of the enrollment of second language learners in the DP. Teachers

will work with the Second Language support team to determine the level of understanding with regard to academic integrity and assist in providing clarification and instruction in those skills.

Academic Honesty and Assessment

Teachers provide instruction to IB DP students on appropriate effective citing and referencing. Teachers provide explicit instruction regarding the degree of help outside of the student's own knowledge and skill base that will be allowed for each assessment. Expectations regarding academic integrity are clearly communicated and authentic student work is highly regarded. Consequences for misconduct are clearly communicated. Teachers will verify that they have seen the student develop the assessment over a period of time and that the quality is aligned to what they would expect the student to produce.

Assessment and Admissions

Our Admissions Policy stipulates that students may provide Letters of Recommendation from teachers for admission. Teachers may address any issues of misconduct about which they may have knowledge. At registration, students will participate in an Orientation Interview during which the interviewer will express the importance of academic integrity in the IB DP.

4. The Implementation, Evaluation, and Review of the Academic Integrity Policy

Training Teachers new to the IB Program

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy with the IB Faculty.

Communication and Review of the Assessment Policy

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at IB Faculty meetings of the school year. Changes will be made by consensus of those present at that meeting.

Annually, IB Students and their parents will receive written copies of the policy in the *SHS IB Student Handbook* within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school's IB website. Questions, comments, or concerns may be emailed to the IB coordinator.

Support

Examples of Malpractice (including but not limited to the following):

- Plagiarism – the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion – supporting academic misconduct by another student, as in allowing your work to be copied or submitted for assessment by other student.
- Duplication of Work – the presentation of the same work for different assessment components and/or IB diploma requirements.
- Fabrication of data for an assignment.
- Misconduct during an examination – including the possession of unauthorized material, disruptive behavior, and communicating with others during the examination.
- Disclosing information to another candidate, or receiving information from another candidate outside your school, about the content of an examination paper 24 hours before or after

the examination.

How to Avoid Plagiarism

Credit all the sources you use, even if you have paraphrased, adapted, or summarized. Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography (works cited, etc.) using the referencing style required by your teacher. This includes maps, charts, musical compositions, movies, computer source codes, etc.

Clearly distinguish between your work and the source being used (using quotation marks, indentation, or a similar method). Make clear where the borrowed material starts and finishes.

Use a style of referencing that is appropriate for the subject.

Cite your sources so that readers can find them; if you cannot state the origin of the source, it is probably better not to use it.

All sources cited in the text must also be listed in the works cited (reference list), and all sources listed in the works cited (bibliography) must be cited in the text.

(IBO publication, *Academic Honesty Policy in the Diploma Programme*)

Things to Remember

IB students are principled and act with integrity and honesty.

IB students should be content creators not content imitators.

If you engage in any form of malpractice, you may not be eligible for a grade in the subject concerned.

Do it right; remember to cite! Credit where credit is due!

(IBO publication, *Are you Completing Your IB Assignments Honestly?*, 2012.)

For examples of conventions for citing and acknowledging sources, see the IB publication: [Effective Citing and Referencing](#). For assistance with citing and acknowledging the use of AI tools using MLA format, check this website: <https://style.mla.org/citing-generative-ai/>

References and Resources

- Academic Honesty in the Diploma Programme.* (pdf) International Baccalaureate. Online. [Programme Resource Centre](#). International Baccalaureate Organization, n.d.
- Are You Completing Your IB Assignments Honestly?* International Baccalaureate. [Online Curriculum Centre](#). International Baccalaureate Organization, 2012.
- Diploma Programme: From Principles to Practice.* International Baccalaureate. Online. [Programme Resource Centre](#). International Baccalaureate Organization, 2015.
- Effective Citing and Referencing.* International Baccalaureate. Online. Programme Resource Centre. International Baccalaureate Organization, 2022.
- Handbook of Procedures for the Diploma Programme, 2017.* International Baccalaureate [Online Curriculum Centre](#). International Baccalaureate Organization, 2017.
- Programme Standards and Practices.* Online. [Programme Resource Centre](#). International Baccalaureate Organization, 2023.
- The IB and Artificial Intelligence (AI) Tools.* (pdf) International Baccalaureate Online. [Programme Resource Centre](#). International Baccalaureate Organization, 2023.