

Hanover County Public Schools International Baccalaureate Academic Honesty and Integrity Policy

Hanover County Values

Being “principled” is a key attribute in the IB Learner Profile in which learners strive to “act with integrity and honesty” (IB Learner Profile). Being principled is a key component of exercising academic honesty. Academic honesty is defined by the IB as “A set of values and skills that promote personal integrity and good practices in teaching, learning, and assessment.” At Hanover County Schools, all IB stakeholders support this ideal wholeheartedly and strive to instill and reinforce the qualities of honesty, integrity and ethical practice in our students and staff members.

It should be the goal of each IB student and teacher to promote and model academic honesty, create authentic work and acknowledge the words, thoughts, and contributions of others whenever necessary. We understand that students come to us with varying prior knowledge regarding what is considered malpractice, so it becomes the job of the IB stakeholders to communicate and model ethical practice for students and reinforce the expectations related to academic honesty.

The purpose of this document is to define academic malpractice, to identify the roles of students, parents/guardians, teachers and the school, and to outline the consequences of malpractice.

As for how our policy relates to other academic policies in the school, all students are expected to maintain academic integrity as defined by the **Student Code of Conduct for Hanover County Public Schools** and in accordance with our school **Vision and Mission Statements**, as well as the **Core Values** and **Leadership Traits** we value and emphasize in our school culture. All students and their parents/guardians are required to read and return an acknowledgment of understanding of the **Student Code of Conduct for Hanover County Public Schools**. These forms are kept on file through the school year.

Hanover County Public Schools Mission Statement:

Inspire. Empower. Lead.

“We are a student-centered, community driven organization committed to providing all students with exceptional learning experiences in order to prepare them to be confident, ethical, productive citizens.”

The “Hanover Promise”:

Students who graduate from Hanover County Public Schools leave with skills beyond those measured by academic standardized tests. While those markers of success remain important,

we have identified four key components as critical for the ongoing success of our individual students and our communities. These components are The Hanover Promise and embody our vision for our schools and the commitment we have to each and every student. They are:

- **Empowered Learner**
- **Responsible Citizen**
- **Globally-Engaged Communicator**
- **Resilient Individual**

Within each component are a set of “I Can” statements. These statements are the skills that students can demonstrate in their classrooms as they progress from kindergarten through their senior year. They also form the basis for teacher planning, aligning the profile of a Hanover graduate with content standards to create innovative and relevant learning opportunities.

(http://hcps.us/about_us/the_hanover_promise)

Hanover County Public Schools Academic Honesty Policy

Hanover County Public Schools is committed to promoting academic honesty, integrity, and high standards in all aspects of the school community. In addition to teaching content knowledge, we seek to promote character and personal responsibility. As outlined by our **Core Values**, we demand the pursuit of excellence, partnership, pride, positive climate, service to others, and accountability in our school culture. We emphasize the **Traits of Leadership** (integrity, acceptance, humility, vision, courage, trust), as well as **IB Learner Profile Traits**. We believe in a proactive approach to teaching academic honesty and ethical behavior rather than a reactive approach of only dealing with academic honesty violations. We strive to integrate integrity into our daily culture through:

- Defining academic honesty for all students, not only IB students
- Communicating expectations and consequences to all stakeholders
- Emphasizing core qualities like integrity, honesty, and accountability in the fabric of our school culture on a day-to-day basis.
- Communicating positive behaviors with students and parents
- Reinforcing lessons of academic honesty in all classes regardless of subject or level

What is Academic Honesty?

The **IB Learner Profile** states that students will “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.” IB learners will also “take responsibility for their actions and the consequences thereof.”

Students are expected to do their own work and to submit for a grade only work that represents their own effort. Academic *dishonesty* is behavior that results in the student, or any other student, gaining an unfair academic advantage.

Plagiarism - defined as the representation, intentionally or unwittingly, of 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 - defined as supporting another student's academic misconduct, for example allowing one's work to be copied or submitted for assessment by another person.

Duplication of work - defined as supporting academic misconduct by another student, for example allowing one's work to be copied, word-for-word or paraphrased, and submitted for assessment by another person.

Misconduct during examinations- defined as taking unauthorized material into an examination, behavior that disrupts the examination or distracts other students, communication with other students while taking the test, or any other behavior that provides an unfair advantage for a student or that affects the results of another student (to include by not limited to falsifying a CAS record, disclosing information about an examination to another student via any form of communication, etc.)

Consequences are determined by, but not necessarily limited to, the recommended consequences listed in the Hanover County Public Schools Code of Student Conduct, which are outlined later in this policy. Repeated offenses of this type may result in removal from the IB program.

Academic Dishonesty: Behaviors

Behaviors considered unacceptable, include but are not limited to:

1. Plagiarizing another's words or ideas from any source in a report, research assignment or IB assessment.
2. Looking at someone else's answers during a quiz or test.
3. Revealing material on an assessment to a student who has not yet taken it.
4. Neglecting to cite sources for information used.
5. Allowing another student to copy answers/information during a test, homework assignment, quiz, project, report, assignment or take-home assessment.
6. Misrepresenting the submission of information.
7. Violating teacher expectations for the level of collaboration allowed on an assignment.
8. Using technology to complete, disseminate, or reveal information to self or others. This includes use of online translators, editing tools, or calculators when not specifically allowed.

Specific to IB coursework from the **IB Handbook of Procedures**:

1. Duplicating work to meet the requirements of more than one assessment component.
2. Fabricating data for an assignment.
3. Taking unauthorized material into an examination situation.
4. Disrupting an examination/creating a disturbance during an examination.
5. Exchanging, supporting, or attempting to support the passing on of information that is or could be related to the examination.
6. Failing to comply with the instructions of the invigilator or school staff member conducting the assessment.
7. Impersonating another candidate.
8. Stealing examination papers.
9. Disclosing or discussing the content of an examination paper prior to the 24 hour period following an examination.

Procedures and Responsibilities Regarding Academic Honesty Violations

Upon entering the IB program, all students will complete the county-developed academic honesty and integrity course (via our learning platform: Schoology). Additionally, students are instructed on issues of academic honesty and integrity through their language arts classes, as well as on the proper citation of sources. All teachers will review and reinforce academic honesty expectations for the course and for specific formative assessments.

Reporting, Recording, Monitoring, and Consequences

1. Should a student be suspected of an honor code violation, the teacher will make a concerted effort to discover the original source (plagiarism or copying from another student's paper), carefully document behavior that indicates cheating, etc. prior to addressing the student.
2. If a violation has been confirmed, the teacher will then speak with the student and parents/guardians.
3. The student will be given the opportunity to explain his/her behavior.
4. Teachers should complete a disciplinary referral, attaching copies of all relevant documentation of the violation, including notes from discussion with students and parents. The referral is given directly to the grade level administrator who then takes over the disciplinary process.
5. The administrator will work with the teacher, and in some cases the school counselor and IB Coordinator, regarding the violation. He/she will address the behavior with the student and parent, and assign the appropriate consequence.
6. Notes regarding the violation will be maintained in the student's school file and by the IB Coordinator/school counselor if relevant.
7. Possible outcomes include, but are not limited to:
 - A failing grade on the assignment with no ability to re-do it
 - A failing grade on the assignment with ability to re-do it

- Detention
 - Write an essay about academic integrity after investigating their prospective college policy on the matter. Aspects of the IB Learner Profile will be included in the essay.
 - In-school or out-of-school suspension depending on the violation/situation specific to the student (prior cases, extenuating circumstances, etc.).
 - Dismissal/exclusion from school honor societies and clubs that emphasize integrity, for example National Honor Society, BETA, SODA, etc.
 - Dismissal from leadership roles within the school.
 - Dismissal from the IB Program.
 - Completion of the online [Indiana University Plagiarism Course](#) for additional remediation regarding plagiarism.
8. Should a student disagree with an honor violation code/consequence, he/she should appeal this with the administration, following the chain of command- Assistant Principal, Principal, County-Level Secondary Superintendents.
 9. Should a student be found in violation of the Academic Honesty Policy on an IB-specific internal assessment, the Extended Essay, CAS reflections, or during externally assessed components, the IB Coordinator will follow all appropriate steps as outlined and inform the IB.

Responsibilities of Staff:

All staff will

- Model the core values and traits, included but not limited to integrity, accountability and honesty.
- Recognize and commend students when they are observed modeling the values and traits we value.

The IB Coordinator shall

- Provide a copy of the IB's publication "Academic honesty in the IB educational context" to all IB staff members and ensure they have read, understood and will comply with it.
- Communicate expectations of academic honesty to IB staff, students, parents, and stakeholders.
- Conduct reviews of all policies, including the **Academic Honesty and Integrity Policy**, to ensure practices are relevant and up-to-date.
- Communicate with the IB should academic honesty violations be discovered and confirmed on any components and/or exams.

Teachers shall

- Read, understand, and comply with the IB's "Academic honesty: guidance for schools" publication.
- Review the IB's publication "Effective citing and referencing" with all IB students. Provide a posted copy of the publication as well as a copy of the Academic Honesty and Integrity Policy on Schoology.

- Include all pertinent information regarding academic honesty in the syllabus which is shared with students and parents/guardians.
- Provide clear expectations for what is an appropriate level of collaboration within group work.
- Make students aware of the consequences of academic dishonesty.
- Teach students how to effectively take notes, paraphrase, and cite the words and ideas of others appropriately in order to support their own oral and written communication.
- Be vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- Structure assignments and assessments to minimize the temptation for academic dishonesty. For example, build in check points/stagger due dates to monitor progress, especially for long-term assessments like the EE. Submit relevant assignments to **Grammarly or other county-approved software.**
- Work with the librarians to schedule and ensure that all students are given instruction on best practices in research and citation at the start of the 9th grade year.
- Utilize/collaborate with librarians on assignments that feature research to ensure that students get regular and consistent instruction regarding safe searching, note-taking, correct citing of sources, etc.
- Engage in “teachable moments” and discussions about the nature of academic honesty within all classrooms as specific to each subject. Encourage students to consider when academic honesty is not always “clear-cut”, when ethical issues come into play. Through discussion of scenarios, students can practice critical thinking, evaluation, and self-reflection, tying in TOK curriculum regarding ethics as a Way of Knowing.

Responsibility of Students and Parents:

Students shall

- Complete the HCPS Schoology course, “Academic Honesty and Integrity”
- Read, understand, and comply with the IBO’s publication “Effective citing and referencing.”
- Not engage in any form of academic dishonesty at any time in any course.
- Learn and apply the correct methods of source citation (APA, MLA), for all sources, including the Internet.
- Understand where to seek answers to questions about proper citation, including reliable websites, citation-creation sites, print resources, etc.
- Ask for assistance from the librarian or teacher if unsure of how to correctly document sources.
- Ensure that we “appropriately acknowledge any ideas, words, or work of other people” that is submitted (Effective citing and referencing, p. 1).
- Inform an appropriate staff member should he/she become aware of another student who has not demonstrated academic integrity.
- Work collaboratively in appropriate situations. Study groups are appropriate, but students should understand teacher expectations in group work.

Parents shall

- Read, understand, and support their child in abiding by and practicing academic integrity as outlined in school and county policy.
- Review course outlines/syllabi and teacher expectations for all courses to ensure understanding and compliance.
- Communicate questions or concerns regarding academic honesty directly with the teacher and/or appropriate staff member (Principal, Assistant Principal, IB Coordinator, School Counselor).

Promoting Academic Honesty and Ethical Behavior

To promote appropriate academic behavior, HCPS explicitly teaches academic honesty to all students, though Advanced classes and IB Diploma students may have more specific instruction for IB-related assessments as needed. For example:

- Each month we showcase a different character trait. For example, during the month of September, the focus is integrity which sets the tone for the year.
- In conjunction with the monthly trait, we recognize students for good behavior as a deterrent to poor choices.
- Our school librarians collaborate with teachers to promote the use of **NoodleTools** and other web-based sites that promote correct citations. Teachers reinforce these skills by requiring use on research assignments.
- Utilize programs like Google documents and Schoology which allow for monitoring of assignments. For example, in the track changes feature, all collaborators on the document are visible as are changes and times of changes. This holds students accountable to individual work when appropriate.
- Librarians teach all freshmen about plagiarism, citation, and research skills to avoid plagiarism.
- Librarians reinforce these skills in subsequent English, History and other content classes for a variety of research-based assignments.
- Extended Essay students are instructed by school librarians, in partnership with college librarians, when possible, regarding research skills and documentation.
- All teachers clearly outline expectations on assignments, specifically regarding rules for group work. Many teachers “unpack” questions and all IB teachers address/incorporate the Learner Profile Traits in class work/class discussion. Some teachers also require students to use cover sheets and indicate they have neither given or received help on the assignment.
- Classroom teachers clearly state when personal devices (computers, cell phones, tablets, etc.) are appropriate/not appropriate to use.
- Specific to the Extended Essay, IB staff and librarians conduct a series of EE instructional days, bringing all candidates together to discuss, read, and practice safe searches for material, correct methods to paraphrase and document paraphrase, correct methods to cite sources depending on the appropriate style (MLA or APA), etc. Teachers work as a

committee to instruct students by subject before they break up into their supervisor/candidate pairings. This allows students access to several points of contact throughout the EE process, specific to general subject questions regarding citation/research.

- Expectations are communicated to all stakeholders via the **Hanover County Public Schools Code of Conduct**. Specific IB policies are featured on each DP school website for equitable access by all stakeholders.

Academic Honesty and IB Testing:

Hanover County Public Schools will follow all requirements of conduct of the examinations as outlined by IB. The policy is included here to clearly communicate expectations and process to all stakeholders prior to the examination period. In early April, the Coordinator and teachers will address the Conduct of Examinations, discuss prohibited material, and answer questions regarding the examination process in a large-group meeting as well as during in-class instruction.

Conduct of the examinations

- The school will provide a storage place for examinations and examination stationary that is in compliance with IB policy.
- All IB examinations will be conducted according to the current Assessment Guidelines provided by IB each year.
- The Conduct of the Examinations notice will be provided to each candidate well in advance of the examinations. An explanation of exam conduct will be provided to all students. The poster will be displayed outside of the IB Office for several weeks prior to examinations.

Seating arrangements for candidates

- A seating chart indicating where each candidate sits and the direction in which he/she faces will be maintained. Seating charts will vary for each examination.
- Candidates themselves (rather than their desks) will be seated a minimum of 1.5 metres apart to ensure no one will have the ability to overlook another candidate's work or exchange information.

Before candidates arrive for an examination

- The coordinator will normally start and end each examination, although the coordinator may not be present for the full duration of every examination. If another person is starting an examination the coordinator must provide that person with the examination papers and materials required.
- The coordinator will maintain a secure examination environment, ensuring against noises, distractions, interruptions, etc.

- Examination stationery and cover sheets will be distributed on desks prior to student arrival to indicate seating arrangements.

Arrival of the candidates

- Students will be reminded of unauthorized material prior to entering the examination room, and leave all personal belongings in a separate room/designated space.
- Identity will be verified before the examination papers are distributed.

Examination preparation and delivery

- Candidates may take to their desk/table the following items only- blue or black pen and pencils to ensure there is no option for using outside information during the exam. All other student belongings will be stored outside of the testing space.
- Candidates must not share stationery, dictionaries, calculators or other materials during an examination.
- If unauthorized material is found in a candidate's possession, he/she is likely to be held in breach of regulations, regardless of whether he/she intended to use the material during the examination. Candidates will be given one last opportunity to declare the possession of unauthorized material before the start of the examination.

The conduct of IB Diploma Programme examinations

- Candidates must remain silent until they have left the examination room.
- The sealed packet(s) containing the examination papers will be opened in the presence of the candidates.
- Each student will be able to see a clock and the start/finish time of each exam.

During the examination

- Each invigilator will give his/her whole attention to the supervision of the examination. Candidates will be supervised at all times in the testing room.
- Invigilators will move around during the exam and view students from a variety of vantage points. There will be 1 invigilator per 20 students.
- To protect students, a record of occurrences will be kept for each exam, including but not limited to: if a candidate leaves the room for the bathroom or because of illness, if a candidate feels ill but continues the examination or if a candidate is cautioned for misconduct.

Other than candidates for the examination, only the head of school, coordinator, invigilators, and authorized IB inspectors are allowed into the examination room. No other person should be given access, except in an emergency or with authorization from the Assessment Division, IB Global Centre, Cardiff.

Policy Review and Communication

This policy will be revised in accordance with policy changes as designated by IBO. Policies stand for review by DP faculty, administrators, DP coordinators, and curriculum specialists to incorporate changes to DP curricula through the IBO's revision process. The policy is communicated to each DP school community at the beginning of each school year through DP faculty meetings. The policy is also posted on each DP school's website.

Last date of review: February 2022.