



ACADEMIC INTEGRITY POLICY

Mirabeau B. Lamar Senior High School

Lamar High School is an International Baccalaureate World School whose goal is to provide the best opportunity for a diverse group of students to receive a rigorous, internationally accredited education, with a broad range of extracurricular activities, in a safe and nurturing environment. The goal of the IB is for students to be challenged academically, while also finding creative and physical fitness outlets, getting involved in the community around them, and developing a global view that takes the student beyond their immediate environment.

UPDATED FALL 2024

Academic Honesty According to the International Baccalaureate

“Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection” (Carroll 2).

“Academic honesty in the International Baccalaureate (IB) is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.” (*Academic honesty in the Diploma Programme*, IBO.org)

“As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”. **In all their studies for the Diploma Programme, students must demonstrate academic honesty and avoid any form of academic misconduct.**” (*Academic honesty in the Diploma Programme*, IBO.org)

“Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes” (Carroll 24).

In regard to the use of artificial intelligence, IB has published the following statement:

“The IB and AI tools The IB will not ban the use of AI software. The simplest reason is that it is the wrong way to deal with innovation. Over the next few years, the use of this kind of software will become as routine as calculators and translation programs. It is more sensible to adapt and teach students how to use these new tools ethically.

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today’s technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. Where communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

AI tools do not represent a crisis in education or assessment. However, in a world where everyone can use software to write newspaper articles, business reports and/or emails to friends, it is a game changer in terms of the skills students need. Instead of being able to produce complete essays, reports, and so on, students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators. Appendices Appendix 6: Guidance on the use of artificial intelligence tools Academic integrity policy 53 The IB aims to avoid joining the “arms race” between AI tools that claims to be able to tell the difference between AI and human authors. It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their word choices. However, students need to be

UPDATED FALL 2024

aware that the IB does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct. It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. Some recommendations are as follows.

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student's own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.”

Note that language acquisition is an exception to the rule about marks not being awarded for spelling, punctuation and grammar. However, it is probably impacted more by developments in translation software.”
(*Academic honesty in the Diploma Programme*, IBO.org.)

Lamar Philosophy

At Lamar High School, we strive to nurture that integrity and respect relating to academic honesty by stressing the importance of the IB Learner Profile attributes, most notably *principled* which calls us to “act with integrity and honesty, with a strong sense of fairness and justice” and to “take responsibility for our actions and their consequences” (IB Learner Profile).

We are committed to inquiry-based, cooperative, constructivist learning experiences. This dedication must be appropriately addressed through the lens of academic honesty. Educators must explicitly teach what is and is not appropriate when it comes to collaboration and use of others' ideas, “stressing the scholarly role of the approaches to learning skills of information literacy, problem-solving and self-management” (Carroll 5).

Although students must be taught to appreciate the merits of academic honesty, there must be no uncertainty about the consequences of acting in a dishonest manner or failing to observe the standard academic practice of acknowledging the work of another person.

UPDATED FALL 2024

Forms of Academic Misconduct

Plagiarism – any representation of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment, whether intentional or unintentional. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion – supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work – the presentation of the same work for different assessment components and/or Diploma/Career-related Program requirements.

Misuse of Artificial Intelligence- students are expected to acknowledge the use of any artificial intelligence tools in the development of their work, ensuring that AI-generated content is properly cited, and that the final submission reflects their own understanding and original thought, in accordance with the IB's commitment to academic integrity.

Examples of **misconduct** during an IB examination include:

- Taking unauthorized material or electronic devices into an examination (whether the student uses it or not)
- Behavior that disrupts the examination or may distract other students
- Communicating with another student during the examination
- Failing to comply with the instructions of the invigilator (test monitor) or other member of the school's staff responsible for the conduct of the examination
- Stealing examination papers

Also considered **misconduct**:

- Obtaining material intended for assessment through any means
- Offering or distributing material intended for assessment
- Discussing exam questions with or making information about exam questions available to other diploma candidates or course students in other time zones during the 24-hour period before and after the exam
- Submitting falsified documentation to satisfy CAS or CP requirements
- Impersonating another student

Responses to Academic Misconduct

Academic misconduct can present an opportunity for learning. Teachers should use these occasions to correct misunderstandings and guide students towards the most principled actions in the future.

In Houston ISD, academic misconduct is considered a Level II offense requiring referral to an administrator. The disciplinary response to Level II offenses depends on the offense, previous actions, and the seriousness of the misbehavior.

Disciplinary responses to academic misconduct can include any of the following:

- A zero in the gradebook for the assignment, with a notation of academic misconduct
- Deduction of a level in the reported conduct grade on the cycle report card
- Parental contact by phone and written or oral notification to parent or guardian

UPDATED FALL 2024

- Administrator/student/parent conference
- Discipline Referral resulting in detention or placement in in-school suspension
- Other disciplinary actions deemed appropriate for the circumstances by administration

Policy Implementation

All students are bound by the Houston ISD *Code of Student Conduct*, which is available online and available in hard copy by request. All teachers, students, and parents/guardians have access to the *Academic honesty in the Diploma Programme*.

Resources to Support Teachers

Turnitin.com, a plagiarism detection service, is available to all teachers and can be used for any assignment. Teachers are required to authenticate work intended for assessment by the IB before submission to the DP/CP Coordinator or electronic submission to IBIS. Work deemed inauthentic is not ever submitted to IB for assessment. Assistance is available from the DP/CP Coordinator.

TURNITIN.COM Examples of Issues

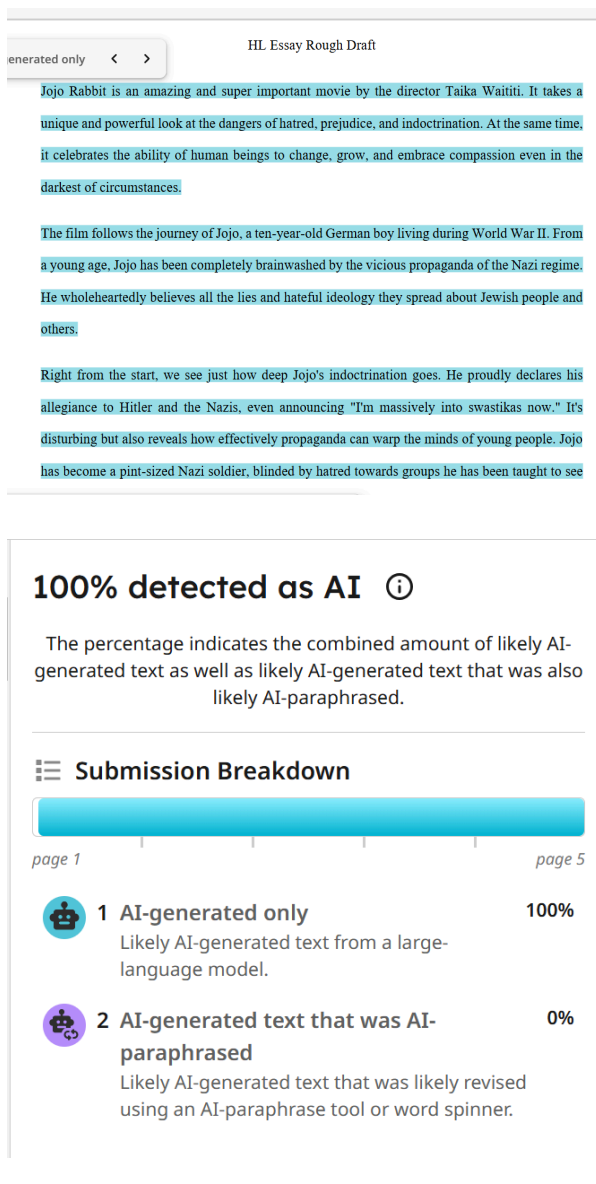
Turnitin.com is a tool that matches the text within an assignment by comparing a student's submission against an archive of internet documents, internet data, a repository of previously submitted papers, and subscription repository of periodicals, journals, and publications. The teachers then use their own professional judgment to determine if/when a case of academic misconduct may exist. Below are examples of what may appear in a Turnitin.com similarity report and what the likely explanation may be. No percentage of similarity in a report is indicative of work that contains, or is free of, academic honesty issues. For example, there may only be a 3% match, but the work is taken from another source without proper citation. That would be an academic honesty issue. On the other hand, a piece of student work may contain over 50% similarity, but all work is properly cited, and the nature of the assignment allowed for a high similarity. This would be acceptable.

| | |
|--|---|
| <p>in the fifth century amid the building's transformation to a congregation. As we can not have the first entire set, at that point the following best thing is clearly to have as close as could be allowed, to have each surviving piece. Beside culmination, there takes after the possibility of story. It would be a bizarre individual who routinely acquired books with parts removed, as it would be relatively difficult to comprehend the story without seeing everything in the right request. With the Parthenon models, there is additionally an account that goes through their</p> | <p>The similarity report is only picking up relatively few words as similar. However, the student simply swapped out the other words with synonyms. They also did not cite this. This serves as an example of failed summarization and lack of citations. This is a clear example of academic dishonesty. Typically, this report will indicate that a match occurred between submitted writing and that of another student.</p> |
|--|---|

UPDATED FALL 2024

| | |
|--|--|
| <p>overlap. Mythology can be broken down into categories that examine this. For example, it is stated that Monsters of Mythology is defined as, “Myths are stories that establish moral laws and models of behavior for people of a society. They often feature characters who are gods or heroes with supernatural abilities. In mythology, these heroes must overcome great challenges in order reach a final goal which is identified by the hero in the beginning of the story. The ending goal usually leads to some kind of moral theme that can be applied to everyone. These heroes are generally characterized as being very gifted, physically appealing, and very popular in their society. The archetypal hero must pass several tests on his journey. These tests can take the form of powerful monsters that the hero must battle and defeat”. Examples of this theme is shown</p> | <p>This shows an exact copy and paste from an internet source. Though the student did use quotation marks (“ ”) to show it was a direct quote, they did not attribute this quote to any person or publication in particular. Though it may be unintended, the student is engaging in academic dishonesty by not properly citing the information.</p> |
| <p>So having additional chromosomes regularly prompts genuine issues. Be that as it may, the donkey is all things considered OK.</p> <p>The additional qualities must not be that enormous an arrangement for the donkey. At the end of the day, the additional qualities on the steed chromosome don't cause issues for the consistently life of a donkey.</p> <p>So donkeys are sterile in light of the fact that steed and jackass chromosomes are simply excessively extraordinary. Yet, they are alive in light of the fact that steed and jackass chromosomes are sufficiently comparable to mate. He says they are more brilliant, more patient, and less demanding to work with than their pony mother and jackass father. Subsequent to investing energy around his marvels, I have a tendency to concur. Shockingly, I can't simply sit tight for his molly to foal – on the grounds that she in</p> | <p>Although <i>Turnitin.com</i> picked up 0% similarity, it is clear that this student copied and pasted from an unknown source and used either a thesaurus and/or alternative website to replace enough words with synonyms so that it appears to be the student's own work. It is also an example of academic dishonesty.</p> |
| <p style="text-align: center;">Table of Contents</p> <p>Intro.....Page 1</p> <p>Background.....Page 1</p> <p>Analogs.....Page 3</p> <p>Regulations.....Page 3</p> <p>Political Perspectives.....Page 4</p> <p>Corruption.....Page 5</p> <p>Genetic Disruption.....Page 6</p> | <p><i>Turnitin.com</i> picked up 100% similarity of the entire work, including heading and table of contents. In this case, the student submitted their work twice and website has found the work to be an exact match to the previous submission. In cases like this, the teacher must carefully investigate similarity to other sources to determine whether there are issues of academic dishonesty. <i>Turnitin.com</i> allows for this by clicking on the 100%.</p> |
| <p>overcome problems faced and are taught to have hope. In addition, the novel also greatly tau</p> <p>that there would always be hope during hard and difficult times when it felt like there was n</p> <p>5 “As she lifted the curtain to look out into the dreary night, the moon broke suddenly from be</p> <p>the clouds and shone upon her like a bright, benignant face, which seemed to whisper in the</p> <p>silence.’ Be comforted, dear soul! There is always light behind the clouds.” (Alcott 293).</p> | <p>This shows a properly quoted and cited excerpt from a novel. The student clearly indicates that the words within the quotations (“ ”) come from the author, Alcott, and using MLA format, notes the page number.</p> |

Turnitin.com Examples of AI

| | |
|--|--|
|  <p>generated only < > HL Essay Rough Draft</p> <p>Jojo Rabbit is an amazing and super important movie by the director Taika Waititi. It takes a unique and powerful look at the dangers of hatred, prejudice, and indoctrination. At the same time, it celebrates the ability of human beings to change, grow, and embrace compassion even in the darkest of circumstances.</p> <p>The film follows the journey of Jojo, a ten-year-old German boy living during World War II. From a young age, Jojo has been completely brainwashed by the vicious propaganda of the Nazi regime. He wholeheartedly believes all the lies and hateful ideology they spread about Jewish people and others.</p> <p>Right from the start, we see just how deep Jojo's indoctrination goes. He proudly declares his allegiance to Hitler and the Nazis, even announcing "I'm massively into swastikas now." It's disturbing but also reveals how effectively propaganda can warp the minds of young people. Jojo has become a pint-sized Nazi soldier, blinded by hatred towards groups he has been taught to see</p> <p>100% detected as AI ⓘ</p> <p>The percentage indicates the combined amount of likely AI-generated text as well as likely AI-generated text that was also likely AI-paraphrased.</p> <p>Submission Breakdown</p> <p>page 1 page 5</p> <p>1 AI-generated only 100% Likely AI-generated text from a large-language model.</p> <p>2 AI-generated text that was AI-paraphrased 0% Likely AI-generated text that was likely revised using an AI-paraphrase tool or word spinner.</p> | <p>This shows a report in which <i>Turnitin.com</i> has identified the student's work as AI-generated text. In this case, the teacher should have a conversation with the student about the importance of citing sources and if they did use AI for a source, it must be properly cited and cannot exceed the standard citation amount as there is no reason for the complete essay to be AI generated and in its current state it would be considered plagiarism of an AI source.</p> |
|--|--|

Other Examples of Academic Honesty Issues and Scenarios

| | |
|---|--|
| <p>Student A is struggling with an Independent Assignment and asks their friend, Student B, for help. Student B then sends their work to Student A. Both students submit similar work for assessment.</p> | <p>Both students are taking part in academic dishonesty. The Teacher and/or Administrator will respond to both Student A and Student B by taking any combination of disciplinary actions outlined in this document. When students need help with schoolwork, they should notify their teacher and attend daily tutorials for assistance.</p> |
|---|--|

UPDATED FALL 2024

| | |
|---|---|
| Facing an upcoming deadline, a student finds an online source for an essay. They pay for an essay on they specific topic they chose to write about. | This is a clear violation of academic honesty standards, and the student will face any/all disciplinary actions related to this matter. |
| After a significant amount of work, a student completes a major project on their own. The teacher assesses the work and records an A+ for their work. However, after completing the work, the student posts their work to CourseHero.com (or similar site). | Because the student has posted their work to a site designed to promote collusion and/or deception and has potentially made money from selling their work to others, the student is clearly in violation of academic honesty standards. The student will face any combination of disciplinary actions, including changing the grade for the assignment. |
| Student X knows Student Y's birthday and uses it to login to Student Y's Canvas account. Student X then takes Student Y's work and submits it as their own. | Student X will face both academic and behavioral disciplinary consequences. Student Y's experience should serve as an example to all students. <u>All students should reset their HISD password to a unique set of letters, numbers, and symbols that only they know.</u> |

| | |
|--|--|
| During guided practice, students work in small groups to gain a deeper understanding of a course concept. The students are then tasked with building on their group work by independently completing an assignment on their own. Student A and B worked together on both their group and independent practice (IP) together and submitted similar work for assessment. | Student A and Student B went against their teacher's directions when they continued to work together on the independent part of the assignment and turned in work on which they colluded. Both students will face any combination of disciplinary actions. |
| A student writes a research and analysis report. They fail to properly cite the resources they used for their report | The teacher should be using <i>Turnitin.com</i> to check for similarity to other sources. Once the teacher has determined there are plagiarism issues, the teacher must address this with the student and take any appropriate disciplinary actions. |
| A student intends to consult ChatGPT or a similar AI source and does not provide the proper accreditation and instead submits the work as if it was their own writing. | The teacher should be using <i>Turnitin.com</i> to check for AI generated text and ensure that students have sufficient knowledge and understanding of how and when to use AI during the writing process. |
| A student finds the answer from an online source and submits it to ChatGPT or a similar AI source and asks the AI source to "make it sound like a __ student wrote this" | During the writing process, the teacher should have frequent check-ins with students to ensure that they are completing the proper research and editing process. Throughout the year, the teacher should explain how to use ChatGPT or a similar AI source with academic integrity and how to properly reference material when paraphrasing versus using ChatGPT or a similar AI source to paraphrase on their behalf. |

| | | |
|--|------------------|--------|
| | Responsibilities | Advice |
|--|------------------|--------|

UPDATED FALL 2024

| | | |
|----------|---|--|
| Students | <p>For all assignments assessing independent mastery, students must:</p> <ul style="list-style-type: none"> ● Complete all assignments on their own ● Avoid colluding with others (inside or outside of school) ● Avoid over-reliance on AI <p>For all research-based assessments, students must:</p> <ul style="list-style-type: none"> ● Properly cite all ideas which are not their own. This includes direct quotes and summarizations of main ideas ● Use a recognized style convention to present written work, in-text citations, and Works Cited/Bibliography (MLA, APA, Chicago, etc.) ● Only use academically appropriate resources | <p>If the student needs help in Independent work, they should alert their teacher during class and attend daily tutorials.</p> <p>IB acknowledges that AI is “becoming routine” and states that “students need to be aware that the IB does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.”</p> <p>Use the following sites to help with best practices for research</p> <p>Lamar Research and Writing Website: https://tinyurl.com/researchLHS Style Guides: https://owl.purdue.edu/</p> |
| Teachers | <p>All faculty and staff must:</p> <ul style="list-style-type: none"> ● Model appropriate Academic Honesty practices for students ● Instruct students on how <i>Turnitin.com</i> is used to assess similarity and plagiarism issues ● Discuss common issues surrounding academic honesty ● Teach students research skills and proper citation techniques appropriate to course ● Use best judgement when deciding consequences for Academic Honesty issues | <p>Use this Academic Honesty policy as guide</p> <p>Use <i>Turnitin.com</i> regularly</p> <p>Use the following sites to help with best practices for research</p> <p>Lamar Research and Writing Website: https://tinyurl.com/researchLHS Style Guides: https://owl.purdue.edu/</p> <p>Provide guidance and support for proper artificial intelligence usage by discussing and modeling correct methods of usage.</p> |
| School | The school must: | Consult www.ibo.org for further support |

UPDATED FALL 2024

| | | |
|----------|--|---|
| | <ul style="list-style-type: none"> ● Ensure all stakeholders are aware of expectations for academic honesty practices ● Train teachers in use of tools like Turnitin.com, etc. ● Provide resources to teachers/students/families related to developing research skills ● Consistently enforce Academic Honesty standards across whole campus | Align policies and procedures to district guidelines |
| Families | <p>Families must:</p> <ul style="list-style-type: none"> ● Be aware of the expectations for their students related to Academic Honesty ● Encourage and support their students to maintain the highest levels of academic integrity in all their work | Discuss the importance of honesty in all student work with their students |

Procedures and Rights of the Student

When a teacher discovers a case of academic misconduct, it is their responsibility to contact the student and family immediately. After discussing the issue with the student and family, the teacher may take appropriate disciplinary actions. The teacher, student, and/or family may also choose to contact the neighborhood Assistant Principal (AP). If the AP joins the discussion, then the AP holds the authority for all additional disciplinary actions. Teachers and students are responsible for providing any pertinent evidence related to the academic honesty issue.

Carroll, J. July 2012. *Academic honesty in the IB*. IB Position Paper.
<http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>.

UPDATED FALL 2024