Academic Integrity Policy

VERSION 2.2

Philosophy

At Sharpstown International School, we strive to nurture respect relating to academic integrity 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 integrity. 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 integrity, 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.

Teaching Academic Integrity

We encourage our students to exhibit the Spartan spirit of hard work and determination and act in a principled way that consistently reflects academic integrity. Through ongoing instruction in every subject, our students will understand the meaning and significance of the following concepts:

Authentic authorship: An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. In summary, any assignment turned in must be the original work of the student turning it in.

Intellectual property: Students will respect intellectual property rights and the laws that protect intellectual property, which vary around the world. Intellectual property rights are not limited to patents, trademarks, and copyright. Students must at least be aware that forms of intellectual and creative expression (for example, works of literature, art, or music) must be respected and are normally protected by national and international law. Students should also be aware of illegal out-of-school activities (for example, illegal music downloads, peer-to-peer file sharing) for which they could face legal consequences.

Malpractice: The IB defines malpractice as "behaviour (whether deliberate or inadvertent) that results in, or may result in, the [student] or any other [student] gaining an unfair

advantage in one or more components of assessment. Behaviour that may disadvantage another [student] is also regarded as academic misconduct" (General regulations: Middle Years Programme).

Collaboration vs. collusion: In order for students to engage in collaboration on an assignment or project, they must have the teacher's explicit permission to work together. Collusion involves a secret agreement or cooperation for a deceitful purpose; it involves gaining an unfair advantage, misleading, or deceiving, and is thus considered malpractice.

Academic Misconduct at Sharpstown International School

Academic misconduct includes, but is not restricted to, the following:

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. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

b. **collusion**—this is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by someone else or submitting work done jointly or with unauthorized assistance as if it was done independently

c. **duplication of work**—this is defined as submitting the same work for different assessments that may or may not be in different courses, without the explicit permission of the teacher(s) involved

d. **misconduct during an examination** (for example, taking unauthorized material into an examination-whether it is used or not, behavior that disrupts the examination or distracts other students, communicating with another student during the examination)

e. **any other behavior that gains an unfair advantage for a student or that affects the results of another student** (for example, falsifying a community service record, disclosure of information to or receipt of information from students about the content of an examination via any form of communication/media, or receiving unauthorized assistance with any formal assessment component (like a DP internal assessment task or extended essay) from a professional service (paid or free), other adults, or students).

Examples of academic misconduct according to the district's Code of Student Conduct:

"cheating, plagiarism, or copying the work of other students, which includes failure to comply with test security procedures and use of cell phones, smart watches, and electronic devices during testing"

Committing academic misconduct at Sharpstown International School will result in consequences.

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
- Written or oral notification to parent or guardian
- Required administrator/student/parent conference
- Detention or placement in in-school suspension
- Placement on a magnet growth plan, which can affect renewal of magnet transfer
- Out-of-school suspension
- Documentation on the student's permanent record
- Notification to colleges and universities
- Other disciplinary actions deemed appropriate for the circumstances by administration and within the scope of the district code of conduct

Academic Integrity Scenarios

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.	Both students are performing academically dishonest actions. 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 tutorials for assistance.

Facing an upcoming deadline, a student finds an online source for an essay. They pay for an essay on the specific topic they chose to write about.	This is a clear violation of academic integrity 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 integrity standards. The student will face any combination of disciplinary actions, including changing the grade for the assignment.
Student X knows Student A's birthday and uses it to login to Student A's HUB account. Student X then takes Student A's work and submits it as their own.	Student X will face both academic and behavioral disciplinary consequences. Student A's experience should serve as an example to all students. **All students should reset their HISD password to a unique set of letters, numbers, and symbols that only they (and their parents) know**.
During guided practice, students work in small groups to gain 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 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 Turnitin.com to check for similarity to other sources. Once the teacher as determined there are plagiarism issues, the teacher must address this with the student and take any appropriate disciplinary actions.

Using Turnitin.com as a Tool to Detect Plagiarism

Turnitin.com is a tool used by teachers and administrators to detect similarity within written work of students. Staff then uses their own professional judgment to determine if/when a case of academic misconduct may exist. Below, there 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 integrity 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 integrity issue. On the other hand, a different 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.

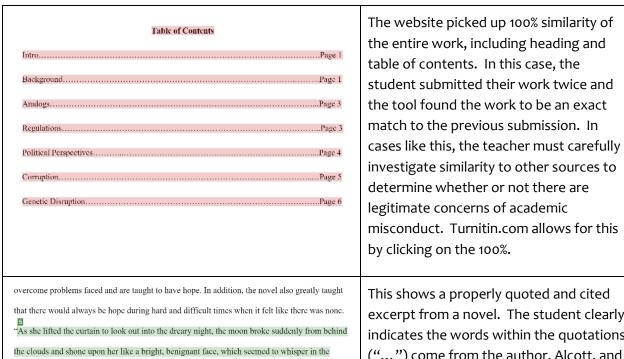|	
in the fifth century amid the building's transformation to a congregation. As we can not have the first entire set, at that point the following best thing is clearly to have as close as could be allowed, to have each surviving piece. Beside culmination, there takes after the possibility of story. 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	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 clearly academic misconduct.
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	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 misconduct by not properly citing the information.
So having additional chromosomes regularly prompts genuine issues. Be that as it may, the donkey is all things considered OK. 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. 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	The tool reported 0% similarity; however, it is clear that this student simply copied and pasted from an unknown source and used a thesaurus and/or alternative website to replace enough words with synonyms so that it appears to be original thoughts. It reads like gibberish and is also academic misconduct.

Table of Contents Intro...Page 1 Background...Page 1 Analogs...Page 3 Regulations..Page 3 Political Perspectives......................................Page 4 Corruption...Page 5 Genetic Disruption...Page 6	The website picked up 100% similarity of the entire work, including heading and table of contents. In this case, the student submitted their work twice and the tool 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 or not there are legitimate concerns of academic misconduct. Turnitin.com allows for this by clicking on the 100%.
overcome problems faced and are taught to have hope. In addition, the novel also greatly taught that there would always be hope during hard and difficult times when it felt like there was none. "As she lifted the curtain to look out into the dreary night, the moon broke suddenly from behind the clouds and shone upon her like a bright, benignant face, which seemed to whisper in the silence,' Be comforted, dear soul! There is always light behind the clouds.'" (Alcott 293).	This shows a properly quoted and cited excerpt from a novel. The student clearly indicates the words within the quotations ("…") come from the author, Alcott, and using MLA style, notes the page number.

Responsibilities

Expectations of Students

Students must:

1. Acknowledge understanding of this policy by signing the Code of Student Conduct and Academic Integrity Pledge forms each school year.

2. Report academic misconduct to school employees.

3. Consistently produce authentic work.

    a. For all assignments assessing independent mastery, students must:
        i. Complete all assignments on their own.
        ii. Avoid colluding with others (inside or outside of school).

    b. For all research-based assessments, students must:
        i. Properly cite all ideas which are not their own. This includes direct quotes and summarizations of main ideas.
        ii. Use a recognized style convention to present written work, in-text citations, and Works Cited/Bibliography (MLA, APA, Chicago, etc.).
        iii. Only use academically appropriate resources.

Recommendations for Students

Students should:

1. Alert their teacher during class and attend tutorials when they need help with assignments.

2. Ask their teacher for clarification when unsure whether an assignment is to be completed independently or collaboratively.

3. Use the following resources to help with best practices for research:
   a. IB publication *Effective Citing and Referencing*
   b. Style Guides at Purdue University Online Writing Lab

Expectations of Teachers

Teachers must:

1. Model appropriate academic integrity practices for students.

2. Discuss common issues and scenarios surrounding academic integrity.

3. Communicate and clarify appropriate collaboration for students. Consistently identify whether work is to be collaborative in nature or independent effort.

4. Emphasize the value of authentic authorship with a focus on honesty, integrity, and respect for the work of others.

5. Teach students research skills and proper citation techniques appropriate to the course.

6. Instruct students on how Turnitin.com is used to detect similarity and plagiarism issues.

7. Report academic misconduct to administrators and parents, including formal IB assessment components. Support administrators and the IB in all investigations.

Recommendations for Teachers

Teachers should:

1. Use this Academic Integrity Policy as a guide.

2. Use Turnitin.com regularly.

3. Use the following resources to help with best practices for research:
   c. IB publication *Effective Citing and Referencing*
   d. Style Guides at Purdue University Online Writing Lab

4. Use best judgment when evaluating concerns relating to academic integrity.

Expectations of the School

The school must:

1. Communicate examples of academic misconduct to students, parents, and faculty.

2. Provide teachers with access to and technical support for plagiarism-checking tools/services like Turnitin.com.

3. Provide resources to teachers/students/families related to developing research skills.

4. Consistently enforce academic integrity standards across the campus.

5. Support faculty when an instance of academic misconduct is reported by fully investigating such reports.

6. Follow district and school policies and procedures for consequences when misconduct occurs.

Recommendations for the School

The school should:

1. Consult The IB for further support.

2. Maintain alignment of policies and procedures to district guidelines.

Recommendations for Parents

Parents should:

1. Be aware of the expectations for their students related to academic integrity.

2. Read and sign Code of Student Conduct and Academic Integrity Pledge forms on an annual basis.

3. Encourage and support their students in efforts to maintain the highest levels of academic integrity in all their work.

4. Assist the school by encouraging their children to consistently adhere to this policy.

5. Promote development of the attributes of the IB Learner Profile in their family.

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 an administrator (either the grade level dean or IB Coordinator). If an administrator joins the discussion, then the administrator holds the authority for all

additional disciplinary actions. Teachers and students are responsible for providing any pertinent evidence related to the academic integrity concern.

Supporting Reference Material for Teachers and Students

Effective citing and referencing, International Baccalaureate Organization August 2014.

MLA Formatting and Style Guide, Purdue Online Writing Lab.

APA Formatting and Style Guide, Purdue Online Writing Lab.

Policy Implementation

All students are bound by the Houston ISD Code of Student Conduct, which is available online and in hard copy by request. Students and parents sign an Academic Integrity Pledge annually. All teachers, students, and parents/guardians have access to academic integrity resources available online in the district learning management system, the HUB. All classroom teachers are expected to teach academic integrity concepts throughout the course of the school year.

Policy Review

This policy is reviewed annually in May by the Shared Decision-Making Committee (SDMC) and communicated to the school community through the school website. Teachers and other staff members participate in annual refresher training on our policies and practices during August in-service as well as ongoing professional development as needed throughout the school year. Amendments to this policy are considered as needed based on changes to IB policy, federal and state policies, district policy, and community needs.

Works Cited

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International Baccalaureate Organization 2014. *General regulations: Middle Years Programme*. https://ibo.org/globalassets/publications/become-an-ib-school/myp-general-regulations-2016-en.pdf