

# Academic Honesty Policy

## Introduction

G-Star School of the Arts' International Baccalaureate Diploma Programme is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. Likewise, in alignment with the IB Learner Profile, all G-Star students should strive to be principled, and are supported in this endeavor by the school. Violations of academic integrity are a serious matter because they threaten the atmosphere of trust, fairness, and respect essential to learning and the dissemination of knowledge, and do not align with IB nor G-Star values.

In situations involving suspected violations of academic integrity, procedures and sanctions established for the Hearing Board (see below) shall be followed.

Students are expected to be aware of and to abide by both the School's and the Program's Academic Honesty Policy. Additionally, faculty members are urged to review course policies regarding academic integrity with their classes. As an IB World School, G-Star School of the Arts must also adhere to the General Regulations set forth by the International Baccalaureate Organization.

## Violations of Academic Integrity

Both IB and G-Star School of the Arts consider violations of the Academic Honesty Policy as a serious matter. If the IB DP Coordinator finds that a student has breached the Academic Honesty Policy, the issue will be addressed independently and the student may be placed on academic probation. A repeated or severe breach in the Academic Honesty Policy may result in exit from the Diploma Program.

Violations of academic integrity can take many forms, but all share the characteristic of dishonesty with the intent of academic gain, and a perceived academic advantage over other students. Violations include but are not limited to the following categories:

**Plagiarism** is appropriating and representing as one's own someone else's words, ideas, research, images, maps, music, video, data, or other intellectual property. This includes using papers or parts of papers that are purchased or that are written without compensation for a student by someone else. Copying or using material from public sources without proper citation, including material from the Internet, is also plagiarism even if the material is anonymous.

**Misrepresenting** one's own work includes submitting the same homework, paper, lab or other work, or parts thereof, for credit in more than one course (whether for IB courses or not) without the prior and explicit permission of the instructors for all of the courses.

**Collusion** includes two or more students working together on any assignment designed to be independent work, copying another student's work, and seeking or providing oral or written assistance. Students who share their work with other students are also liable for a collusion violation.

**Cheating** on examinations includes, but is not limited to, the unauthorized use of notes, books, electronic devices, crib sheets, body art, or verbal or non-verbal communication to receive or give answers. This includes giving or receiving help from another person on a take-home exam, acquiring a test, or removing it from a room when not permitted, or deliberately missing a class period to avoid an assignment or test.

**Violation of honesty in research**, which includes falsifying or inventing sources, data, results or evidence; hiding, destroying, or refusing to return sources in order to prevent others from using them, and using Cliff Notes, Spark Notes or online sources instead of reading required texts.

**Forging, falsifying, or misappropriating** information or documents, including signatures, documentation of an illness or emergency, or turning in the homework of others with your name.

## **Developing Academic Integrity and Information Literacy**

### **Conventions for Citing**

All forms of malpractice as described above are dealt with stringently and will result in serious consequences. G-Star students begin learning the basic frameworks and formal schools of referencing beginning in their Grade 9 English classes. The technical aspects of acknowledging and crediting originators' intellectual property is reviewed and expanded upon across the curriculum. Students will understand the purpose and correct application of primary and secondary sources, as well as receive guidance through the research process. In Year 11 intense research skills and practices are implemented as part of the EE process.

Students are introduced to popular forms of referencing, including MLA, APA, and Chicago, and when each is style is most applicable dependent on subject. Within the IB Diploma Programme, the EE coordinator and individual supervisors offer additional guidance to students individually as they apply referencing to their EE.

It is the student's responsibility to maintain ethical study practices and uphold the tenets of the IB learner profile, including seeking assistance and clarification from instructors when uncertain of the parameters set.

### **Process and Procedures Supporting Student Integrity**

Academic integrity is regularly reinforced across curricular areas within the school. Students needing further clarification and/or assistance have a wealth of resources at their disposal, including free tutoring, reference assistance in the media center, and other guides and resources as provided by individual teachers. Additionally, the school media specialist is available to teach research and academic honesty lessons, and many instructors have taken advantage of this.

All G-Star students use Turnitin when submitting written classwork. Turnitin allows students to review their work and self-correct before final submission. The software also gives instructors a better understanding of each student's standing in the process of applying referencing conventions specific to each assignment.

## **Response to Suspected Violations of Academic Integrity**

1. If a faculty member has reason to suspect violations of academic integrity, the following actions are recommended:

A. On work that contributes to an IB score, whether an Internal Assessment or an External Assessment in which the student has already signed the cover-sheet or the work has already been submitted to IB, the matter will be immediately referred to the IB DP Coordinator, who will follow the steps referenced in Articles 20–25 of General Regulations: Diploma Programme (2014) and any specific procedures set forth in section A8 (Academic Honesty) in the Handbook of Procedures for the Diploma Programme, published yearly by the IBO.

B. The faculty member meets with the student as a part of the process of determining if a violation of academic integrity has occurred. This meeting may, at the faculty member's discretion, include the department chair or DP Coordinator. If the student is not available on campus, the faculty member determines responsibility based on the available evidence.

C. The faculty member notifies the student and parent that s/he suspects a violation of academic integrity and that an appropriate response will be made.

D. For all other work, the faculty member will contact the DP Coordinator regarding his or her suspicion of a violation.

E. If the faculty member determines that a violation of academic integrity has occurred, s/he is required to submit a behavioral report on Managebac, for the DP Coordinators to review. The report should indicate the nature of the offense, as well as penalties the instructor intends to impose, and whether or not the instructor recommends further sanctions through the Hearing Board process. In this regard, faculty should recognize that the primary responsibility of the school is to educate students and also to treat breaches of Academic Honesty as learning opportunities. The DP Coordinator will then review the report and determine if further action is necessitated.

F. If there has been no prior reported violation of academic integrity, the penalties imposed by the faculty member conclude the case, unless the student appeals the faculty member's decision or the faculty member asks for a Hearing Board. If either the student or faculty member asks for a Hearing Board, the Head of School (or a designee) will meet with both parties to seek an appropriate resolution. The Principal may also consult with the department chair or DP Coordinator. If no resolution is possible, a Hearing Board will be convened.

2. For multiple and/or severe offenses, the following actions are taken:

A. The DP Coordinator notifies the faculty member that at least one previous case has been reported.

B. The DP Coordinator confers with the Head of School to consider the case and apply appropriate sanctions.

3. All faculty reports of academic honesty incidents will be maintained by the DP Coordinator to provide a record of violations of academic integrity should a student be the subject of more than one report.

4. Details of the academic integrity incident and subsequent actions are revealed only with the written consent of the student to the DP Coordinator, unless otherwise permitted or required by the Family Educational Rights and Privacy Act (FERPA).

5. No entry is made on the student's academic transcript of a violation of academic honesty.

### **Recommended Action for Academic Probation**

For students with two or more academic honesty offenses, as well as students with poor academic performance, the following actions are recommended:

1. A student receiving a D or F for a class in a quarter
  - a. Mandatory tutoring, once per week
  - b. Sign-in required
  - c. Failure to appear results in referral email to DP Coordinator
2. Seniors will be reassigned from senior privilege (when applicable) to the Diploma Course teacher's classroom until grades/assignments are remediated
3. Juniors with a record of poor performance at the end of the school year will be unable to sign up for senior privilege/teacher aide/study hall, and must instead enroll in an academic course, with the intention of raising the GPA.
4. Subsequent quarters with grades of D or F will result in students removed from extracurricular activities (theatre productions, student film projects, X-Scream, SGA, any other clubs or activities not listed).

### **Hearing Board Procedures in Matters of Academic Integrity**

The Hearing Board functions as a fact-finding group so that it may determine an appropriate resolution to the charge of a violation of academic integrity. Its hearings are informal, and the parties directly involved are expected to participate. To make knowingly false statements or to otherwise act with malicious intent within the provisions of Hearing Board procedures shall constitute grounds for further charges of violations of academic integrity.

1. If an integrity incident has been referred to the Hearing Board, a Hearing Board is convened to review the case.
2. The Hearing Board consists of the Head of School or designee (Chair), the IB DP Coordinator, and two faculty members selected by the DP Coordinator. The parties directly involved may have one other person present who is not an attorney. The Head of School designates a secretary, responsible for recording the salient issues before the Board and the actions of the Board.
3. The parties involved are asked to submit written statements and any written statements submitted are circulated by the chair to the members of the Hearing Board. All parties have the right to appear before the Board, and may be asked to appear before the Board, but the hearing may proceed regardless of failure to appear. The Board reviews written statements submitted by the parties and any such other relevant material that the Chair of the Board deems necessary. In hearings involving charges of plagiarism, the Hearing Board may make a judgment that plagiarism has occurred on grounds other than a comparison of the student's work with the original material. Internal stylistic evidence, comparison of the work that is suspect with other written work by the same student, or the student's inability to answer questions on what he or she has written, may each support a judgment of plagiarism. When all presentations are complete, the Board, in executive session, reaches its resolution of the problem.
4. The Hearing Board may find the allegations not to be factual, or the Hearing Board may impose remedies or sanctions. Remedies and sanctions include, but are not limited to, warning, reprimand, grade penalty (in assignment or class), removal from the course, detention, suspension from extra-curricular activities, exclusion or removal from elected office, suspension, and/or expulsion from school. The decision of the Hearing Board is final.

### **Further Consequences of a Hearing Board Decision**

Both IB and G-Star School of the Arts consider violations of the Academic Honesty Policy as a serious matter. If the Academic Integrity Hearing Board finds that a student has breached the Academic Honesty Policy, the student will no longer be in "good standing" in the program. As part of G-Star's Assessment Policy and as recommended by the IB Organization, students may not be eligible to sit for IB Exams if they are not in good standing. A severe breach in the Academic Honesty Policy may result in exit from the Diploma Program.

The above policy is intended to be reviewed in June of 2019.

The G-Star Academic Honesty Policy was created and reviewed by:

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