
William T. Dwyer High School



INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

ACADEMIC INTEGRITY POLICY

MISSION STATEMENT

The staff of William T. Dwyer High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

VISION STATEMENT

The staff of William T. Dwyer High School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

IB Mission

William T. Dwyer 's IB program – its students, faculty and administration – remain deeply committed to the concept of academic honesty and integrity.

First of all, the concept is embedded in the school's mission statement: "...to foster the knowledge, skills, and ethics required for responsible citizenship."

Secondly, as an IB school, William T. Dwyer High doesn't just adhere to [IB's Policy on Academic Integrity](#), but embraces it.

Finally, several courses now being offered through William T. Dwyer 's IB World School, notably Global Perspectives and Journalism, teach academic honesty as part of the basic curriculum.

Honor Code

During the annual Diploma Programme induction ceremony, which welcomes William T. Dwyer students to the DP program, all incoming IB juniors sign the school's and IB's Honor Code Pledge, promising to abide by all of IB's policies and procedures, rules and regulations, not the least of which is the concept and importance of academic honesty. In doing so, students agree that acting in an academically honest way is not just something they will do personally, but they will also help classmates achieve the same goal; that as a "community of learners," they are all responsible for another.

Rationale

All stakeholders – including students and parents, teachers and administrators – agree that signing a pledge, following a code, and implementing a policy of academic honesty serves several important functions:

- **Students:** Academic honesty serves a vibrant role in students' education. Students can be taught, supervised, assessed and evaluated more fairly, equitably, completely and efficiently when they do their own work.
- **Teachers:** Teachers can more precisely and effectively judge student performance and behavior in a setting, atmosphere and attitude of academic honesty.
- **Parents:** Parents can have more faith and trust in a program that teaches and values, promotes and practices, the ideals of academic honesty.
- **Administrators:** Administrators can better organize and supervise a program that is conducted with an overarching and transparent theme of academic honesty.
- **Community:** Finally, the community can take ownership of, and pride in, a program which places a priority on academic honesty.

Definitions

All stakeholders agree that academic honesty can be defined in a number of ways, and take a number of forms:

- **Collaboration:** Student will not copy the work of a classmate, or give work to a classmate to copy. (This does not prohibit students from working together in groups, when a teacher's assignment calls for such cooperative learning.) Students will not engage in the unauthorized use of study aids.
- **Malpractice:** Students are required to act in a responsible and ethical manner throughout their participation in the IB Program and examinations. In particular, candidates must avoid any form of malpractice. The IBO defines malpractice 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.' Malpractice most commonly involves collusion or plagiarism.
 - o **Examples include (but are not limited to):** both intentional and unintentional plagiarism, collusion, duplicating work across groups, any other activity/behavior that yields an unfair advantage
- **Plagiarism:** Students must not represent their work, intentionally or unwittingly, the ideas, words or work of another person without proper, clear and explicit acknowledgment.

- **Testing:** Students will not collaborate during testing. Students will not attempt to obtain or distribute copies of testing materials. Students will not give or receive information regarding a test before, during, or after the test itself.
- **Accuracy:** Students will not represent another person’s ideas or expressions as their own, whether the ideas are published or unpublished. Students will cite the work of others appropriately and professionally, giving full and complete credit when and where it is due.
- **Not for “profit”:** Students will not engage in buying or selling, giving or receiving, study aids or assignments, such as notes or papers, notebooks, of any kind from any source, including and especially from the Internet.
- **Authenticity:** Students will not change or forge documents, whether official or unofficial, including such papers as letters of reference.
- **Media Center:** Students will treat all books, materials and resources from the library or media center carefully. Students will return books promptly, so as not to deprive others of their use.
- **Electronic media:** Students will treat all electronic media (computer and related hardware and software) with care and concern for its use by others. Students will treat internet resources and material obtained from internet resources with the same care and concern – using information, citing sources and giving credit in a manner that is in keeping this policy and the IB policy of academic honesty.
- **Honesty:** Students will at all times assist during an investigation into malpractice of malfeasance. When questions are posed, students will give all answers honestly and completely.

Implementation

IB teachers are now teaching the importance of academic honesty in their classrooms. IB teachers are committed to informing their students about this school policy and the IB policy regarding academic honesty. All IB teachers will require that all IB candidates produce assignments and assessments (for example, world lit. papers in Language A; or research assignments in History) that meet the criteria and definitions for academic honesty.

IB teachers who handle specific classes particularly support that the value of ethical behavior in their respective disciplines will implement policies governing and encouraging the highest standards of accuracy and integrity as part of their curriculum. The overriding expectation is that students will work within a framework of accuracy and integrity in all IB subjects that are taught at this school.

Teacher Roles and Responsibilities:

- Remind your students of the Honor Code. Students sign Honor Codes when they are accepted into our IB program and then again, each year, in their English class.

- Explain to students what constitutes academic misconduct. Teachers provide examples.
- Teachers should attempt to use new tests, quizzes, and other formative/summative assessments each year.
- Post Honor Code in Google Classroom
- Report academic misconduct to IB Coordinator and Grade level or subject AP
- Teachers should run major written works through Turnitin to check for authenticity.

Parent/Guardian Roles and Responsibilities:

- Review Academic Integrity policy found on school website
- Reach out to teacher and school counselor if student is struggling
- Inquire about tutoring resources on campus and through the district
- Be an active participant in the course selection process. Speak with your child about their strengths and the courses they should take.
- Speak to your child about academic honesty and the importance of original work.

Students:

- Responsible for ensuring all work is authentic. Some student work is submitted through student accounts on Turnitin.
- Work should be appropriately cited through the means in which it should be formatted (APA, MLA, etc)
- Speak with parents, teachers, and school counselors if clarity required on academic honesty.

Procedures

All teachers agree that the issue of consequences is important, and still needs to be addressed and standardized. But all teachers agree that matters of academic dishonesty can and should be treated swiftly and justly. Violations of the Honor Code result in a teacher's written referral to the school administration for further action. Action by administration include but is not limited to: reduction in class grade, resubmission of assessment, dismissal from the IB choice program. Subsequent violations will be reported to the IB Coordinator who will meet with the students and their parent(s) to determine if the student should be placed on academic probation.

First Offense:

- Conference with teacher, student, IB Coordinator, and grade level AP
- Student must re-do assignment; teacher discretion on grading
- Test: teacher discretion on re-take

Second Offense:

- Conference with teacher, student, IB Coordinator, and grade level AP
- No opportunity to make up work
- Referral

- Academic Probation
- Potential loss of activities privileges

Third Offense:

- Conference with teacher, student, IB Coordinator, and grade level AP to review probation
- No opportunity to make up work
- Exit meeting to determine program eligibility per school and district Honor contract

Communication to all Stakeholders

The Language Policy will be placed on the school webpage under the category “International Baccalaureate Policies” and hard copies of these policies will be distributed to all IB teachers and support staff, and to any who request one by writing to the DP coordinator at deanna.schneider@palmbeachschools.org