The purpose of this document is to clarify the academic expectations for the IB programme and to disclose procedures concerning ethical behavior of students and teachers within the programme. It will define useful terms regarding academic misconduct and provide guidelines and responsibilities for all assessments including, but not limited to, internal and external assessments in an attempt to prevent such behavior that would incur penalties and/or dismissal from the IB program.

Much of the information disclosed in this document originates in Diplomma Programme Academic Honesty policy published by the IBO in September, 2007. However, the document was developed and is supported by teachers at Smithfield-Selma High School, who credit Academic Policies of IB schools at the end of the document itself. A small portion of the policy has been published by Johnston County Schools.

IB Learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. To that end, IB students and teachers must understand and practice academic honesty, “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment” (DPAH, 1.1). At its base, academic honesty is built upon the concepts of authenticity and intellectual property. Students work must be authentic, and at times when the work requires outside sources, those sources are considered the intellectual property of another, and, therefore, must receive credit and acknowledgement whether quoted directly, paraphrased, or summarized (1.2-1.4). Instruction must take place within the IB classroom to guard against stealing of intellectual property.

Malpractice refers to the behavior “that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components” (2.1). It includes the following:

- Plagiarism
- Collusion
- Duplication of work
- The use of translation sites or devices to generate all or part of a written or oral assignment
- Any other behavior that gains an unfair advantage for a candidate that affects the results of another candidate

**Plagiarism** is considered as representing someone else’s work as one’s own; **collusion** is considered as “supporting malpractice by another candidate,…allowing one’s work to be copied
or submitted for assessment by another.” **Duplication** of work is considered as presenting one work for separate components for assessment (2.1)

IB candidates should fully understand that passing off another individual’s work as his or her own is unacceptable, even work from the Internet, which is “in the public domain and largely uncontrolled,” must be sited (2.2). In certain situations, teachers ask students to work collaboratively on assignments, but during assessment practices, individuals must create and develop their own ideas. Though initial work might be done in a group setting, each individual is expected to produce a final piece independently. If two individuals have portions of the same work, the final award committee will consider it collusion rather than collaboration (2.5). Teachers, therefore, should remain vigilant in teaching the difference between collaboration and collusion within the classroom.

Reports of malpractice during examinations are taken very seriously. It is the responsibility of the coordinator to report each occurrence to IBO for investigation within ten days of the examination. Investigations can also occur if IBO determines that a coordinator is responsible for any malpractice during assessment procedures (2.9).

SSS will have an IB council that will consist of the IB coordinator, the principal, and 2 IB teachers/ coordinators. They will review all cases of plagiarism.

**Roles and Responsibilities**

**IBO**—provide regulations and instructions governing examination procedures; offer guidance to schools on what constitutes malpractice and prevention; investigate cases of alleged malpractice; review data and make decision on alleged malpractice; notify school head of decisions. To perform these tasks, IBO samples work from candidates and submits work to a web-based plagiarism prevention system (3.1-3.2)

**School Leadership** (including head of school and Coordinator)—ensure student and faculty understanding of malpractice, including definitions and consequences; promote good academic practice by students and teachers (3.3).

**Teachers**—ensure to the best of his or her knowledge that submitted work is original and/or cited properly; teach students skills to prevent malpractice (3.4); ensure students are provided ample instruction on conventions used in disciplines for acknowledging sources within work; use web-based systems purchased by the school to help prevent malpractice, i.e. questia.com and turnitin.com (4.10-4.13)
*Students*—understand his or her role in good academic practice; acknowledge responsibility in submitting original work and crediting sources when used (3.5).

*Examiner*—uphold standards and practices for good academic practice during assessments.

**Levels and Consequences of Malpractice**

In accordance with JCS Policy, the staff at SSHS recognizes that academic misconduct involves but is not limited to the following:

Engaging in or attempting to engage in cheating, plagiarism, on school work, falsification of any document presented or associated with the school, violation of software copyright laws, or violation of computer access. Giving or receiving of any unauthorized assistance or the actual giving or receiving of an unfair advantage on any form of academic work. Copying of the language, structure, idea and/or thought of another and representing it as one's own work.

Furthermore, we recognize the importance of classifying the different levels of misconduct and providing consequences for these offenses in accordance to IB practice and procedures toward malpractice.

**Level 1:**
- Copying homework, answers on quizzes or tests
- Allowing other students to copy homework, answers on quizzes or tests
- Using crib sheets, technological devices to gain an unfair advantage over other students during quizzes or tests
- Falsifying CAS information
- Taking information without properly crediting sources
- Working in collaboration on specified individual assignments
- The use of translation sites or devices to generate all or part of a written or oral assignment

**Consequences:**
- No credit awarded for assignment
- Maximum three days suspension
- Note in student disciplinary file by way of classroom-managed referral
- Parent shall be notified no later than progress report of said offense

**Level 2:**
- Repeated occurrences of Level 1 offenses either in the same class or in multiple classes
- Sharing or fabricating data or artwork
• Using essays, compositions, or work published on the Internet, written by other students, or published elsewhere
• Removing copies of tests or parts of a test from any classroom without permission; this includes taking pictures of written documents

Consequences:
• Zero on assignment in question, but must complete the assignment to minimum requirements and to teacher specifications for scoring and feedback purposes only
• Note in student disciplinary file, with recommendations for removal from or exclusion from National Honor Society
• Maximum 5-day suspension from school and possible removal from the IB Diploma Programme

**Level 3:**
• Any habitual Level 2 occurrences
• Stealing examinations
• Altering grades in database
• Plagiarism on IA’s or EE

Consequences:
• Maximum of 10-day suspension and possible removal from the IB Diploma Programme
• Administrative disciplinary action

References:
Diploma Programme Academic Honesty, 2007.
Carson Graham High School, IB Diploma Programme for Academic Honesty, with reference to East Hartford High School and Beijing City International School, no date.
Henrico County International Baccalaureate Programs, Code of Academic Honesty: 2010-2011.