

Binghamton High School, IB World School
Academic Integrity Policy



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IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their Common Humanity and shared guardianship of the planet, help to create a better & more peaceful world.

As IB Learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently & with others. We learn with enthusiasm & sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop & use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues & ideas that have local & global significance.

THINKERS

We use critical and creative thinking skills to analyze & take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently & creatively in more than one language & in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals & groups

PRINCIPLED

We act with integrity & integrity, with a strong sense of fairness & justice, & with respect for the dignity & rights of people everywhere. We take responsibility for our actions & their consequences.

OPEN-MINDED

We critically appreciate our own cultures & personal histories, as well as the values & traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion & respect. We have a commitment to service, & we act to make a positive difference in the lives of others & in the world around us.

RISK-TAKERS

We approach uncertainty with forethought & determination we work independently & Cooperatively to explore new ideas & innovative strategies. We are resourceful & resilient in the Face of challenges & change

BALANCED

We understand the importance of balancing different aspects of our lives-Intellectual, physical, & emotional -to achieve well-being for ourselves & others. We recognize our interdependence with other people & with the world in which we live.

REFLECTIVE

We thoughtfully consider the world & our own ideas & experience. We work to understand our strengths & weaknesses in order to support our learning & personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, & others like them, can help individuals & groups become responsible members of local, national & global communities.

Binghamton High School Core Belief

EXCELLENCE, EQUITY & ACCESS for all students.

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Purpose of the Academic Integrity Policy

The purpose of this policy is to ensure that all students, parents, teachers and administrators fully understand the importance of academic integrity in the IB Diploma Program. Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an “ethical culture” of any educational institution, be that a primary school or a university (“IB Academic Integrity” MyIB, 2019). Further, the IB concept of academic resilience, must go hand in hand with integrity (Anderson, Ross C. “Academic Buoyancy and Resilience for Diverse Students around the World.” *MyIB*, 2020).

Philosophy

Because we view IB students as being at the center of the program, we strive to ensure that students exemplify the traits of the IB learner.

Specifically, we want our students to be principled and “act with integrity, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them” (Learner Profile)

To this end, this policy addresses what constitutes as educational malpractice, as defined in the IB document, *Academic Integrity: Guidance for Schools (2019)* as well as clarifying the roles and responsibilities of administrators, teachers, and students, and the consequences of such malpractice.

Malpractice

1. 2.1 The Regulations define 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 component. malpractice includes:
 - **plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate’s own.
 - **collusion:** This is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
 - **duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
 - **Any other behavior that gains an unfair advantage:** Unfair advantage for a candidate or an unfair advantage that affects the results of another candidate (for example, taking unauthorized material into an

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examination room, misconduct during an examination, falsifying a CAS record)

-*Academic Integrity: Guidance for Schools (2009)*

Roles/ Responsibilities & Consequences

Head of School/IB Coordinator

- Ensures that all teachers share and discuss Academic Integrity with students and parents at the beginning of each school year.
- Ensures that all teachers include a reference to the IB Academic Integrity policy in their course descriptions and requires that parents/legal guardian sign the course description.
- Works with the teacher of any offending students and the Assistant Principal to determine what the consequences of malpractice will be, in accordance with the school district's policy on discipline.
- Keeps parents informed regarding any malpractice situation.
- Keeps IB informed of any malpractice situation with regard to IB assessments.
- Posts a copy of the *Academic Integrity: Guidance for Schools (2019)* on the school's IB website for easy reference for the school community.
- Provides each IB student and parent with a copy of the *General Regulations: Diploma Program (2014)*.
- Refers to the *effective citing & referencing (2014)* document published by the IB.
- Reviews this policy with IB faculty on an annual basis.

Teachers

- Define what constitutes malpractice within their subject area, giving specific examples of such an offense. For example, Group 1 teachers review how to properly cite a direct quote as opposed to paraphrasing a writer's idea. Furthermore, all teachers give students guidelines on how to properly cite an electronic source.
- Work with the school librarian to assist students in understanding what electronic sources are available for properly citing sources according to the MLA, APA, or other style sheet.
- Make sure that all work submitted to the IB for moderation is not plagiarized.
- Discuss suspected malpractice with the IB Coordinator, then conferences with the student. After this conference, the parent will be notified by the IB Coordinator.
- Refer to the *Effective citing & referencing (2014)* document published by the IB.

Students

- Understand what educational malpractice is.
- Learn how to properly cite sources.
- If a student does not understand, the student is referred to the IB Coordinator for further clarification of IB policy on Academic Integrity.

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- If a student does not comply with the Academic Integrity policy, “Disciplinary action, when necessary, will be firm, fair, progressive, & consistent in order to be most effective in changing behavior” as stated in the BCSD code of Conduct 2.c Prohibited Student Conduct.
- Refer to the *Effective citing & referencing (2014)* document published by the IB.

Parents

- Read and understand the IB Academic Integrity Policy.
- Sign the Course Expectations for each class, stating that they understand the Academic Integrity policy specific to the course.
- Discuss Academic Integrity with Student.
- Attend Curriculum night to meet subject teachers and discuss the subject requirements.
- Attend all IB information nights.

IB Academic Integrity Policy

The IB Diploma Coordinator and teachers created the IB Academic Integrity Policy during the 2015-16 school year, and it was reviewed and updated in the Fall, 2020. IB Teachers, administrators, students and IB Library Media Specialists reviewed the policy. Teachers and administrators will continue to review this policy on an annual basis.

Academic Integrity Policy Committee

Kevin Richman- Head of School

Paul Vesci- Associate Principal

Debra Card- Director of Pupil Services

Tia Rodriguez- Director of Special Services

Stephen McGovern- IB CP Coordinator

Jaqueline Scallan- Group 1 Department Chair

Teena Lauth- IB Library/Media Specialist

Stefanie Fellows- IB Special Education Teacher

Matthew Roberts- IB Guidance Counselor and CAS Coordinator

Dr. Megan Egitto- IB History and Extended Essay Coordinator

Rachel Donahue- IB Diploma Student

James Gill- IB DP Coordinator