



# **Academic Integrity Policy**

## **International Baccalaureate Diploma Programme**

### **Washington-Liberty High School**

*Last Revised June 2023*

#### **Introduction and Purpose**

The purpose of this document is to

- make the school's philosophy clear
- describe the rights and responsibilities of the school community
- articulate responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals—honesty, trust, fairness, respect and responsibility
- clearly state what is good practice, what is misconduct and what actions are to be taken if there are transgressions
- include evidence of a review process such as the date of the most recent review.

This document draws its authority from the IBO *Academic Honesty* (2007), *IB Learner Profile* (2013), and *Diploma Programme: From Principles to Practice* (2015). This honor policy was created by an Academic Integrity Committee that consisted of various teachers and administrators. It is reviewed annually by the Academic Integrity Committee and adopted by the Instructional Lead Team.

This policy is reviewed regularly by the Academic Integrity Committee. This policy can be downloaded electronically from the W-L IB website.

Date of last review: June 2023

## 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 and 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 and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- Thinkers** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and 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 and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- Balanced** We understand the importance of balancing different aspects of our lives--intellectual, physical, and emotional--to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **Programme Philosophy**

Washington-Liberty High School (WLHS) serves the citizens of Arlington, Virginia's geographically smallest county, located across the Potomac River from the District of Columbia. We educate one of the nation's most diverse and sophisticated student populations – students come from 71 countries and speak 45 different languages. We serve students with a range of programs designed to meet individual needs. Our mission is to prepare and to support all students to strive for the best, to become life-long learners, and to become successful, active members of the global community.

WLHS supports the tenets of IB in regard to Academic Integrity. "All coursework—including work submitted for assessment—is to be authentic, based on the student's individual and original ideas with the ideas and work of others fully acknowledged." Additionally, as we seek to prepare and support our students for life in the global community, our aim is to develop principled young people who possess "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere." (IB Learner Profile)

## **Washington-Liberty Honor Principle Preamble - Student Rights & Responsibilities**

As mature individuals in the Washington-Liberty High School community, worthy and capable of maintaining a bond based on honor, all students declare their intent to learn, work, and conduct themselves at all times in accordance to the expectations set forth by the principles of our Generals' Pride:

- Valuing education
- Following the rules
- Maintaining self-control
- Working to the best of our abilities
- Respecting the properties of others
- Being courteous to others
- Respecting the diversity of all cultures, creeds, or sects
- Being responsible for our actions
- Preparing for our future

I agree that:

- I expect the highest level of social responsibility from myself, my peers and other members of this community.
- I believe our community is capable of maintaining an environment based on honor.
- I accept the responsibility of governing my own behavior through practices and procedures based on mutual trust and respect.

To this end, as a student at WLHS:

- I will not lie, cheat, or steal nor will I tolerate such behavior from any member of the WLHS community.

- I will not disrespect, slander, injure, or embarrass any member of the WLHS community.
- I understand that there are disciplinary consequences for the below-listed infractions of the Honor Code.
- I will be asked to sign an Honor Pledge when submitting assignments.

### **Honor Pledge**

Washington-Liberty students are expected to honor this principle. Failure to do so will result in disciplinary action.

Students should sign the Washington-Liberty Honor Pledge on major assignments, as directed by teachers. By signing the pledge, students will acknowledge they understand the Academic Integrity Policy and have not violated it. A sample pledge is shown:

“On my honor, I pledge that I have neither given nor received unauthorized aid on this assignment.”

### **Infractions**

The following is a list of infractions that, if committed, will result in appropriate consequences. The following are **examples, but are not a finite list**. Other infractions may fit into these categories.

#### **Cheating:**

- Copying someone’s homework, quiz or test answers, or teacher manual.
- Providing your work to another student for any reason (i.e., homework, classwork, essays, test answers, research, lab reports, or anything else specified by a faculty member or school administrator).
- Using “cheat sheets”, writing hints or answers on any article of clothing, skin, or anything that can be accessed during the test.
- Unauthorized use of calculators, cell phones, or any other electronic device, unless specifically allowed by the appropriate staff member.
- Recycling work from a previous class or assignment.

#### **Plagiarizing:**

- Using someone else’s work without citing the source.
- Using any type of technology in an inappropriate manner.
- Using information from any technological sites and passing it off as one’s own original work (i.e., ChatGPT, or any AI).

#### **Lying:**

- Purposely misrepresenting the truth.
- Forging signatures on any document.

#### **Stealing:**

- Taking another person’s tangible property without permission.
- Going through someone else’s personal property, including such items as lockers, back-packs, notes, cell phones, without the owner’s permission.

## Consequences

**Level “0”** is a minor infraction (i.e. homework, small class assignment, etc.):

- Handled as a warning by each teacher: minor enough that the student still receives full credit if resubmitted to be their own work.
- Intended as a learning opportunity: Conversation between teacher and student about integrity issues.
- This level consequence is not intended for larger assessments (i.e. tests, large projects) or more involved infractions. For these types of infractions, move directly to Level 1.
- Teacher communicates with the parent/guardian.
- Teacher keeps note of infraction in case of subsequent infraction.
- A subsequent infraction will be treated as a Level “1” infraction.

**Level “1”** is a subsequent infraction OR larger infraction (i.e. summative assessment, large projects, etc.):

- Student initially receives a zero on the assignment. Student will be allowed to re-do the assignment for full credit only upon completion of the following process:
- Teacher completes an Intervention Form which will also notify administrator and counselor.
- Teacher communicates with the parent/guardian immediately following infraction.
- Meeting set up by the dean or assistant principal to include: student, parent, teacher, administrator, and counselor. Meeting takes place to review student actions, what led to student’s decision, and how student could make better choices in future.
- If the student completes this process and participates fully in the conversation, then student will be allowed to re-do assignment for full credit.
- A subsequent infraction will be treated as a Level “2” infraction.

**Level “2”** is any subsequent infraction.

- Grade of zero received on the assignment.
- Forging signatures on any document (automatic level 2 consequence).
- Teacher completes an Intervention Form which will also notify administrator and counselor.
- Teacher communicates with the parent/guardian immediately following infraction.
- Meeting with student, parent, teacher, administrator, and counselor required.
- Included in the student's official record.
- The IB coordinator, activity sponsors, and coaches may be notified.
- May be reported to universities or employers upon request.

## School Responsibilities

Educators at WL are committed to teaching practices which reflect honesty, trust, fairness, respect and responsibility. All staff members agree to the responsibilities listed below.

- **Approach honor in an educational and ethical manner.**
- Review Honor Code policies with students at the beginning of the school year and throughout the year regularly.
- Provide clear instructions and expectations for assignments including guidelines for complying with the Academic Integrity code.
- Regarding possible infractions:
- Complete Intervention Form.
- Communicate with parents/guardians (ensure two-way communication with

- parent/guardian).
- Participate in meeting with student, counselor, parent/guardian, and administrator as needed.
  - Set-up a make-up opportunity for level “0” and “1” once all criteria have been met.

Students should be given specific assessment protocol guidelines several times throughout the school year. Teachers are expected to serve as an active deterrent to breaches of testing protocol by consistently monitoring students both in and out of the classroom.

Staff alertness and reasonable preventive practices constitute significant deterrence. Arlington Public Schools maintains a subscription to TurnItIn.com, an online service which scans students’ papers for material copied from the Internet. This service is utilized as a preventive measure by all departments requiring research papers and fiction writing by having papers scanned during the editing process of writing.

### **Academic Honesty Policy Review**

This policy is reviewed regularly by the Academic Integrity Committee. This policy can be downloaded electronically from the W-L IB website.

Date of last review: June 2023