

# **GULLIVER PREPARATORY SCHOOL**

## **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

### **ACADEMIC INTEGRITY POLICY**

#### **Philosophy**

Gulliver Preparatory Academic Honor Code (GPAHC) was instituted in 1998 with the following mission: Gulliver Preparatory School seeks to facilitate honorable living on a daily basis in preparation for a lifetime of integrity.

The historical traditions that pertain to American education, including scholarly endeavor, have long embraced honor as a means towards personal growth and excellence of character. With our commitment to providing an atmosphere in which personal and academic integrity flourish, the Gulliver Preparatory School community reaffirms its responsibility to honesty, self-respect, mutual regard and justice.

#### **Introduction**

The Gulliver Preparatory Honor Code is published annually in the Gulliver Student Handbook. The Handbook has a read, sign and return signature policy that helps ensure that students are aware of the terminology, procedures and consequences of academic dishonesty. This is an honor code for the whole school – however, some consequences refer strictly to the IB Diploma Programme. While academic integrity is promoted school-wide through classrooms, seminars, guest speakers, testing cover sheets and poster displays, the IB Diploma Programme takes special initiatives to promote academic integrity. Teachers are required to submit lesson plans for academic integrity sessions in their classrooms to the Coordinator. The Coordinator also has a seminar on academic integrity that focuses on specific IB issues pertaining to Internal Assessments, Theory of Knowledge papers, Extended Essays and final assessments. The IB Diploma Programme at Gulliver uses Turnitin.com as an instructional tool and limits papers to only two entries so that the paper truly remains the work of the student. The Inquiry and Critical Writing 1 and 2 course focuses on writing across the curriculum and includes explicit instruction on citation and acknowledging the words and work of others. While we encourage group study, ethical conduct is expected at all times.

#### **GPAHC: Role of the Student**

Students should encourage one another to live honorably and to reject those behaviors that violate the Honor Code daily.

#### **Be a role model:**

- Follow the honor pledge.
- Be verbal about supporting the Honor Code.
- Live by example and take pride in living honorably.

In the testing environment, do the following:

- Write and sign the Honor Code.
- Use the cover sheet provided by the classroom teacher.
- Work independently.
- Disregard requests for assistance from other students.
- Avoid putting oneself in a situation where one's integrity may be questioned.
- Avoid compromising the integrity of an assignment or assessment.
- The Honor Code requires that no communication occur until all tests have been collected.

### **Act as a friend and show concern for others:**

- Try to talk friends out of cheating.
- Offer academic assistance, such as informal peer tutoring, to those in academic distress – for example, by studying with them.
- Remind students of the likely consequences of cheating; it is not worth damaging one's reputation or school record.
- Offer alternatives.
- Encourage students to talk with the teacher about their dilemma. Encourage tutorial with teachers on a regular basis in order to seek clarification and to develop good study habits.
- Encourage students to seek other ways to improve study skills and habits, including spending quality study time, completing all homework assignments and procuring a tutor.

### **GPAHC: Role of the Teacher**

It is the responsibility of the faculty to provide an environment in which adherence to the Honor Code is modeled, easily followed, encouraged and monitored carefully.

### **Be a role model:**

- Show respect for the Honor Code and all school rules through fairness and consistency.
- Acknowledge all academic sources as well as any limitations in knowledge.
- Verbally reinforce and frequently promote honorable behavior.
- Maintain a healthy learning environment.
- Clearly define classroom expectations and policies and review them on a regular basis by differentiating between individual and collaborative assignments and educating students about plagiarism and its consequences.
- Treat students with respect and require that they show respect for others.
- Insist students show kind regard for the physical environment, such as textbooks, classroom furnishings, the personal possessions of others, etc.
- Protect the testing environment.

### **Prior to testing, do the following:**

- Make certain to give sufficient review to students in preparation for a test.
- Remind students of their responsibilities to the Honor Code.
- When possible, arrange the configuration of student desks to avoid the opportunity for cheating.
- Require students to place all unnecessary papers, books, cell phones and book bags on the floor in the front of the room to discourage and prevent unauthorized help during the test.

- In the testing environment, insist on the use of a cover sheet for each test, instruct students not to write on the cover sheet and require strict silence until all test papers have been collected.
- Clearly present teacher policies regarding asking questions during a test.
- During the test, be both focused and vigilant and move around the room.

## **Grades 9-12: Gulliver Preparatory Academic Honor Code (GPAHC)**

It is the goal of the Academic Honor Council to review cases of possible GPAHC violations.

### **Role of the Academic Honor Council:**

- The council listens to academic dishonesty allegations, asks questions to clarify the student's actions, offers suggestions to prevent the student from committing any additional GPAHC violations and makes recommendations regarding disciplinary actions.
- The council submits the recommendation to the Assistant Principal and the principal based on its interpretation of the incident.
- The council provides support to the student body to encourage and ensure adherence to GPAHC.

### **GPAHC Process**

- When academic dishonesty is suspected, the teacher contacts the Assistant Principal.
- The teacher informs the student that his/her work has been submitted to the GPAHC Faculty Committee for review. The teacher also instructs the student to inform his/her parents of the situation.
- The Assistant Principal submits the case to the Faculty Committee, which decides if there is evidence of GPAHC violation.
- The GPAHC Faculty Committee considers the issue and recommends one of the following to the Assistant Principal:
  - The case should be dismissed, or
  - The case should be forwarded to the Student Academic Honor Council.
- Should the case be forwarded to the Student Academic Honor Council, the Assistant Principal
  - Notifies the parent and the student of the upcoming hearing.
- The student meets with the Student Academic Honor Council to discuss his/her actions.
- The Student Academic Honor Council makes a recommendation to the Principal to issue either a warning or a strike.
- A letter is sent home to communicate the final decision.

## **Grades 9-12: Consequences of Academic Dishonesty**

Each consequence issued will remain on the student's record for the remainder of his/her high school career.

### **Warning Issued**

- A grade of "0" on the assignment in question

- Completion of 20 additional community service hours
- 2 Saturday detentions
- Meeting with the Assistant Principal to review the academic codes of conduct
- Following this meeting, the student must write a 500-word essay explaining his/her understanding of various forms of academic dishonesty and explain why academic dishonesty must be avoided. This paper will be kept in the student's file and will be the reference point should a future violation of the policy occur.

### **Strike #1 Issued**

- A grade of "0" on the assignment in question
- Completion of 30 additional community service hours
- 3 Saturday detentions
- Meeting with the Assistant Principal to review the academic codes of conduct
- Following this meeting, the student must write a 500-word essay explaining his/her understanding of various forms of academic dishonesty and explain why academic dishonesty must be avoided. This paper will be kept in the student's file and will be the reference point should a future violation of the policy occur.
- A first strike will disqualify the student from membership in academic honor societies and eligibility for academic awards; however, the student may initiate a formal appeal one calendar year following the date of the incident.
- If the appeal is approved, the disqualification may be rescinded and membership in honor societies, with the exception of the National Honor Society, and candidacy for academic awards will be considered.
- This appeal process does not remove the strike of academic dishonesty from the student's record.

### **Strike #2 Issued**

- A grade of "0" on the assignment in question
- Completion of 50 additional community service hours
- 4 Saturday detentions
- Meeting with the student's guidance counselor to review the academic dishonesty reporting procedures
- Following this meeting, the student must write a letter to his/her colleges explaining his/her involvement in academic dishonesty. The student will submit the letter to his/her guidance counselor for approval. A copy of the letter will be kept in the student's file.
- An in-school suspension – which will appear on the student's record
- The student will be placed on disciplinary probation.
- Membership in academic honor societies will be withdrawn and the student will be disqualified from eligibility for academic awards.
- Removal from the International Baccalaureate Programme

### **Strike #3 Issued**

- Referral to the administration for possible expulsion from Gulliver Preparatory School

## **IB Moderated Assignments**

Gulliver Preparatory School strictly adheres to the IB rules and regulations concerning academic integrity. The following information, published in the document [\*Are you completing your IB assignments honestly?\*](#), is distributed to all IB students both in writing and in seminars during which the IB Diploma Programme Coordinator discusses academic integrity in depth:

- The IB expects Diploma Programme candidates to exercise academic integrity in all of their work, which includes acknowledging any sources used within an assignment.
- The IB General Regulations: Diploma Programme 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.
- Examples of malpractice include plagiarism, collusion, duplication of work, misconduct during an examination, disclosing information or receiving information.
- As a Diploma Programme candidate, a student is responsible for ensuring that all submitted work is authentic and that any sources used are appropriately acknowledged.
- To avoid plagiarism:
  - Credit all the sources used, even if you have paraphrased or summarized.
  - Clearly distinguish between your work and the source being used.
  - Use a referencing style that is appropriate for the subject.
- Things to remember:
  - IB students are principled and act with integrity and honesty.
  - IB students should be content creators – not content imitators.
  - If a student engages in any form of malpractice, the student may not be eligible for a grade in the subject concerned.
  - Do it right, remember to cite! Credit where credit is due!

In cases of suspected academic dishonesty involving work that contributes to an IB score (Internal Assessments, External Assessments, and the Extended Essay) disciplinary action separate from GPAHC will be taken.

## **Response To Suspected Violations Of Academic Integrity On Ib Assignments**

1. If a faculty member has reason to suspect a violation of academic integrity, the following actions are taken:
  - 1.1 The faculty member must consult with Gulliver's DP Coordinator regarding his or her suspicion of a violation.

- 1.2 The faculty member notifies the student, and the DP Coordinator notifies the parent a violation of academic integrity is suspected, and that an appropriate response will be made.
  - 1.3 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, a meeting can happen by phone, mail, or email. If the student is unreachable, then the faculty member and DP Coordinator determines responsibility based on the available evidence.
  - 1.4 If the faculty member determines that a violation of academic integrity has occurred, s/he is required to submit to the DP Coordinator and student's guidance counselor an *Academic Integrity Incident Report* (available from the DP Coordinator), including reasonable documentation of the violation. At this point, the teacher and DP Coordinator will determine if the case will go to a Hearing Board. The faculty member must provide a copy of the form to the student. The DP Coordinator will then inform the faculty member if this is the student's first offense or not.
  - 1.5 If there has been no prior reported violation of academic integrity, the penalties imposed by the faculty member conclude the case unless either 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 school Principal (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.
  - 1.6 On work that contributes to an IB score (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 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 integrity) in the Handbook of Procedures for the Diploma Programme, published yearly by the IBO.
2. When step 1.4 is reached, and if a previous violation of academic integrity has been reported to the DP Coordinator, the following actions are taken:
    - 2.1. The DP Coordinator notifies the faculty member that at least one previous case has been reported.
    - 2.2. The DP Coordinator refers the matter to the Principal with a recommendation that a Hearing Board be convened to consider the case and to apply appropriate sanctions (see the next section). All *Academic Integrity Incident Reports* pertaining to the

student are forwarded to the Hearing Board and the faculty member may be consulted by the Board.

3. *Academic Integrity Incident Report* forms are retained in a confidential file maintained by the DP Coordinator to provide a record of violations of academic integrity for a Hearing Board should a student be the subject of more than one report. *Academic Integrity Incident Reports* are disposed of following a student's graduation unless a Hearing Board directs otherwise.
4. Contents of the *Academic Integrity Incident Report* and subsequent Hearing Board actions are revealed only with the written consent of the student, unless otherwise permitted or required by the Family Educational Rights and Privacy Act (FERPA).
5. If a *staff* member has reason to suspect a violation of academic integrity, the staff member will report his or her concern in writing to both the instructor of the course (if applicable) and to the Principal or Assistant Principal. The instructor and the Principal or his/her designee will consult on how to proceed with the allegation. If the instructor elects to pursue the allegation, he or she will follow the procedure outlined in this policy.
6. If the instructor does not elect to pursue the matter further because he or she did not witness or discover the incident, then the Principal or Assistant Principal may substitute for the faculty member in responding to the allegation. If the Principal or Assistant Principal suspects that a violation of academic integrity has or may have occurred, s/he will submit to the DP Coordinator an *Academic Integrity Incident Report* and will request that a Hearing Board be convened to investigate and possibly impose sanctions if appropriate.
7. No entry is made on the student's academic transcript of a violation of academic integrity.

## **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, the Board will convene to review the case.
2. The Board consists of the DP Coordinator (Chair), and three (3) faculty members selected by the DP Coordinator. The Chair designates a secretary, responsible for recording the salient issues before the Board and the actions of the Board.
3. 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 will meet separately with the reporting teacher and the student. The parties directly involved may have

one other person present who is not an attorney. 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. 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 on a case-by-case basis. Remedies and sanctions include, but are not limited to, warning, reprimand, grade penalty (in assignment or class), resubmission of assignment and/or removal from the course. The decision of the Hearing Board is final.

5. Both IB and Gulliver consider violations of the Academic Integrity policy as a serious matter. If the Academic Integrity Hearing Board finds that a student has breached the Integrity Policy, the student will no longer be in "good standing" in the program. As part of Gullivers 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 Integrity Policy may result in exit from the Diploma Program.

## **IB Examinations**

The rules and regulations concerning conduct in the IB examination are presented in full to IB students before the examination period begins. At that time, students are given a copy of the rules and must sign off that they have read the document and will adhere to the regulations. If these rules are breached, the student may not be eligible for a grade in the subject being examined. The "regulations poster" is, of course, also posted in the sight during testing. Also discussed emphatically is what may not be taken into the testing room:

- Electronic devices (except when applicable)
- Refreshments (except water)
- Notes or rough/scratch paper
- Books or guides

Invigilators are fully trained by the DP Coordinator in their role and responsibilities.

## **Ib Academic Integrity Policy Review**



It is the responsibility of the IB Diploma Programme Coordinator to ensure the success of the Academic Integrity Policy review. This is a working document and will be examined annually through collaborative discussions and meetings that will be held and will include those faculty members, specialists, counselors and administrators who are involved in the procedures.

## **Gulliver Preparatory Academic Honor Code (GPAHC) Terminology**

### **Scholarly Endeavor**

Scholarly Endeavor is the diligent process of learning or acquiring knowledge, studying and acquiring skills or attitudes as guided by the faculty and administration. This may include homework, studying for a quiz or test, independent research on a paper or project, assigned group work, class work and the taking of a quiz or test.

### **Honor**

Honor is personal and academic integrity maintained without legal or other external obligations.

### **Personal Integrity**

Personal Integrity is a value system that emphasizes respect for the rights of all members of the community. This value system includes responsibility, sincerity and truthfulness, courage to do the right thing, emphasis on self-discipline, compassion and respect for both self and others.

### **Academic Integrity**

Academic Integrity always involves the presentation of one's own original work, the submission of test responses arrived at independently by oneself, and avoidance of deceptive behaviors that undermine self-worth and honesty. Deceptive behaviors include lying, cheating, buying and selling or sharing of academic work for the purpose of fraudulently obtaining academic credit. Plagiarism is the use of words, ideas or thoughts of another person without giving appropriate credit to that person.

### **Mutual Regard**

Mutual Regard is based on and is an extension of the integrity of each individual in this community of learners. Compromising oneself compromises the entire Gulliver community. Being dishonest or misrepresenting one's own work shows a lack of self-respect and respect for others, and it ultimately diminishes the academic integrity of the entire school. Honoring these ideas and upholding this standard of reciprocal respect represents mutual regard.

### **Justice**

Justice embodies the responsibilities that individuals have to the community and the responsibility that the community has to the individual. The individual must uphold the virtues of mutual regard, academic integrity, personal integrity and honor. Thus, the individual will commit no act that would in any way diminish self-worth or reflect a disregard of respect for the total community. The individual, therefore, will not cheat, lie or engage in a dishonorable activity out of a sense of commitment to the ideas of the total community. Deliberate silence to an act of injustice is also a

form of dishonesty and a neglect of responsibility. Those individuals within the community who violate the Academic Honor Code by acts of dishonesty diminish the efforts of other individuals who are acting honestly – thereby compromising the integrity of the entire community. In reciprocation, the community has this same responsibility, and in addition, must demonstrate fair and impartial treatment of the individual in an effort to seek equitable solutions that address the concerns of both the individual and the larger community.

## **Academic Dishonesty**

- Academic Dishonesty will not be tolerated.
- Every student is expected to always do his or her own schoolwork unless otherwise instructed by a teacher.
- Cheating is defined as the giving or receiving of unauthorized help.
- Plagiarism is the copying of information from the Internet, books, magazines or other resources without citing the author and work as the source of that information.
- Forgery is the act of fraudulently making or altering a document.
- Forgery occurs, for example, when a student signs his or her parent's signature on an Insufficient Progress Report or exam packet that has been sent home or otherwise falsely represents the signature of another entity.
- Lying is the deliberate misrepresentation of one or more facts with the intent to mislead or to convey a false impression.
- Collusion is defined as an agreement for fraudulent purposes.
- Students who cheat, plagiarize, forge, lie or engage in collusion are subject to the same penalties. Examples of cheating include, but are not limited to, the following:
  - Copying another student's class work, homework, project, quiz or test; working on class work, homework or projects with another student without teacher authorization.
  - Providing or accessing information verbally, in writing or electronically to students – such as questions and/or answers to quizzes and tests scheduled for another student later that day or on another day.
- Students are responsible for protecting their work from other students.

## **ACKNOWLEDGEMENTS**

*The IBO Handbook of Procedures for the Diploma Programme* (2020)

*Programme Standards and Practices* (2005)

*Candidates with Special Assessment Needs* (2009)

*Academic integrity in the IB*, Jude Carroll, *IB Position Paper*, 10/2012

*Are you completing your IB assignments honestly?* (2012)

*Conduct in the IB examinations* (2019)

*Diploma Programme Academic integrity* (updated 2019)

*The Gulliver Family-Student Handbook*

*The Gulliver Faculty Handbook*

<http://www.gulliverschools.org>

Evaluating your DP Workshop, St. Petersburg, FL (2019), Academic Integrity Policy Sample

This document was created in collaboration by the IB Diploma Coordinator, teachers, staff, learning specialists and administrators.