

# Lincoln High School Academic Integrity Policy

## What is Academic Integrity?

Academic integrity is a fundamental principle in education that is closely tied to the [IB Learner Profile](#) attribute of "principled." The academic program at Lincoln High School (LHS) places a strong emphasis on student inquiry, effective communication skills, and authentic student voice in all of their work. The International Baccalaureate requires academic integrity in all community members who are expected to act responsibly and produce original, authentic, and honest work.

## Why Does Academic Integrity Matter?

Academic integrity is important because it ensures that all community members are held to the highest ethical standards and promotes trust and credibility in their academic pursuits. It also helps maintain the validity and reliability of academic evaluations, by ensuring that the assessed work is original and completed honestly. This makes it possible for teachers to have a clear picture of what students know and are able to do so that they can meet them where they are and help them grow academically. Additionally, academic integrity helps students develop a sense of responsibility, honesty and respect for others, which will serve them well in their professional and personal lives. Overall, academic integrity promotes a culture of trust and respect within the educational community and helps students develop the skills and values necessary for success in their future endeavors.

## Who is Responsible for Academic Integrity?

We recognize that the responsibility of academic honesty falls on the entire learning community at LHS.

**Students** at LHS are responsible for the work they hand in, and they are expected to act in a principled, honest, responsible, and ethical way at all times. In terms of their academic work, this means that they are expected to:

- produce authentic and genuine work that reflects their personal level of achievement
- show balanced behavior in group work
- help peers (when permitted by teachers to do so) rather than doing work for them
- use only those resources teachers have allowed for completing or editing work (prohibited resources may include friends, relatives, other students, tutors, essay writing or copy-editing services, pre-written essay banks, file sharing websites, and AI-generated content unless the teacher has explicitly permitted them)
- follow the steps/process for completing work outlined by their teachers (and be able to show each step)
- demonstrate responsible use of information technology, AI resources, and social media
- cite the sources of information they used and help they received from third parties through correct MLA citing and attribution for all written and oral assessments
- show ethical and honest practice in examinations
- report any academic misconduct they are aware of to their teacher and/or Programme Coordinator

- seek the guidance of a trusted adult (teacher, counselor, administrator, IB coordinator...) when they have doubts concerning academic integrity

**Teachers, including the librarian,** at LHS are responsible for providing clear expectations for academic work, encouraging authentic work, and teaching how to document work transparently. Specifically, teachers will:

- provide students with clear instructions for completing assessments
- identify for students which resources are permitted for which tasks (ie. clarify when collaboration with peers is encouraged or not permitted, outline the situations and ways in which AI-generated content is allowed...)
- outline the steps/process students are expected to follow (and be able to show) for completing work (ie. outline → rough draft → final draft...)
- teach students how to properly attribute and cite (MLA) permitted resources and hold them accountable for doing so (this is done in every grade)
- monitor in-class assessments
- check student work for plagiarism (ie. Turnitin.com, AI detectors, google doc revision history...)
- advise students with patience and without judgment when they seek help for navigating issues of academic integrity
- support students and hold them accountable in cases of misconduct (see below for details)

**Administrators** promote academic integrity for the entire community by:

- following [PPS policy](#) in addressing breaches of the academic integrity policy
- establishing school-wide expectations informed by this policy
- Provide teachers with resources for managing academic integrity (ie. Turnitin.com, AI detection...)
- consulting with teachers in navigating issues of academic integrity in their classes
- directly supporting teachers and students with disciplinary action when merited (ie. instances of repeated or egregious misconduct (see misconduct section below for more details)
- advise students with patience and without judgment when they seek help for navigating issues of academic integrity

### **What is Academic Misconduct?**

Academic misconduct refers to any behavior that violates the principles of academic integrity, and includes any attempts to gain an unfair advantage before, during, or after an assessment. It includes, but is not limited to:

- cheating
- impersonating another student in an assessment
- copying or allowing other to copy
- plagiarizing (ie. submitting someone else's work as one's own and/or presenting ideas without proper attribution and citation or other forms of copyright infringement). [Examples of plagiarism can be found here.](#)
- fabricating data or research
- misrepresenting facts (ie. providing false or misleading information)

- self-plagiarizing (ie. submitting previously submitted work for credit without the instructor's permission)
- collusion which includes offering or receiving unauthorized help on an assignment or project without the teacher's permission, providing work for another student to submit as part of their own work, using a peers work as their own, co-writing or sharing background information without permission. This is in contrast with collaboration in which teachers give explicit permission for students to work together.
- using other resources not permitted by the teacher
- possessing unauthorized material during exams (ie. cell phones, notes, study guides, non-permitted dictionaries or calculators, smartwatches or smart glasses...)
- disruptive behavior during an examination (ie. failing to follow instructions, communicating when not permitted, attempting to remove examination materials, leaving the examination room without permission...)
- sharing examination content or unauthorized resources before, during, or after the examinations scheduled time
- facilitating academic dishonesty (ie. helping or encouraging someone else to commit academic misconduct)

This type of behavior is not tolerated and may result in disciplinary action from both the International Baccalaureate and our school.

### **Investigating Suspected Misconduct**

Teachers are expected to monitor student work in class and to check for authentic work on all assessments. If teachers suspect misconduct, they will

- use resources for checking for misconduct (ie. Turnitin, AI detecting software, version history)
- ask for the student to explain what happened from their perspective
- consult other students who might be involved
- require the student to share and provide evidence for the steps they took to complete the work in question

While teachers hope to give students the benefit of the doubt, students will be expected to provide evidence of their work according to the steps teachers identified for them. This could include handwritten notes, outlines, rough drafts, edit history for Google documents, resources used, and other evidence as determined by their teachers. If the provided evidence does not give reasonable evidence that the work is the authentic of the student, disciplinary action will be taken (see below for details).

In order to ensure the integrity of the International Baccalaureate (IB) assessment process, students completing work for IB assessments, both internal and external, must sign declarations attesting to the authenticity of their work. If **academic misconduct is suspected for IB assessments** (ie. MYP Personal Project, IAs and exams for DP classes...), the teacher will notify the respective Programme Coordinator with supporting documentation. The Programme Coordinator will conduct an investigation to determine whether misconduct has taken place, which will include looking at the evidence provided and interviewing the student, including allowing them to provide an explanation. If evidence of misconduct is confirmed, the Programme Coordinator will notify the student and parents in writing and inform them of the consequences. In cases where academic misconduct is confirmed in the submission of a final IA, the IA cannot be authenticated by the school and the student will forfeit their right to sit for the IB exam. Both the student and their parents or guardians have the right to appeal the decision, which must be submitted within seven school days of the date of the letter

from the Programme Coordinator. The Director for the IB Division will review the appeal and their decision will be final and communicated to the student and parents or guardians in writing. School consequences, outlined below, will also apply.

### **Responding to Academic Misconduct**

Trust between the teacher and student is a foundation of our educational program, and we view academic dishonesty as a serious breach to the fabric of our community. To this end, we take academic integrity seriously and strive to hold students accountable in accordance with both district and school policy, ideally, in a way that provides restorative opportunities.

It is possible that a first instance in a specific class may be a repeated instance when taking other classes into consideration. For this reason, it is important for teachers to document any academic integrity violations in Synergy as either stage 1 or stage 2/3 referrals. By doing so, administrators can access past records to help teachers determine if any instance is a first or repeated violation.

- **First instances** are best addressed by the teacher and the student. Through conversation, ideally restorative, the teacher will work with the student to make sure they understand their misconduct and how to avoid it in the future and to hold the student accountable.
  - The student will be expected to resubmit the assignment appropriately or to complete an alternative task as determined by the teacher.
  - The teacher will document the incident as a stage 1 violation in Synergy for reference in case of repeat incidents in this or other classes.
  - The teacher will contact parents/guardians about the incident and follow up steps.

In some cases, a first instance may be egregious with a significant impact on the community (ie. theft of test materials or wide scale distribution of unauthorized resources) and will, therefore, merit more significant consequences to be determined by an administrator according to PPS policy. In cases where academic misconduct is confirmed in the submission for a final IA, the IA cannot be authenticated by the school, and the student will forfeit their right to sit for the IB exam.

- **Second instances** - Ideally, students learn after a first instance and a repeated instance is an indication that more significant interventions are needed. For these situations, a student will:
  - receive a stage 2/3 referral to a school administrator
  - complete the assessment appropriately or an alternative assessment as determined by the teacher
  - potentially earn a failing grade on the assignment even after completion
  - potentially participate in a (restorative) conference with parents/guardians, counselor, and teachers
  - comply with other disciplinary measures as determined in the restorative conference or by the administrator
- **Third instances** reveal significant challenges for a student in meeting the expectations of our community. The disciplinary measures for second instances will apply to students involved in three or more instances, and they may also be suspended or removed from the class.

### **Process for Review**

This policy is reviewed annually. The last review was 10/20/24.

### **Bibliography**

Academic Integrity. International Baccalaureate Organization, 2019.

Effective Citing and Referencing. International Baccalaureate Organization, 2014.

## ACADEMIC INTEGRITY CONTRACT

Academic integrity is an important element of learning in a classroom. The primary reason academic dishonesty is unacceptable in a school situation is that the teacher is deprived of information needed to help the student learn. It is also unacceptable in the larger view as it is dishonest and subtracts from the personal integrity of any students involved. If a student is ever concerned about an action they are considering taking in relation to an assignment, it is best to ask the teacher for guidance before carrying out the action.

Please read and sign the contract below.

1. I will do my own work, whether it is class work, homework, a project, an essay, or a test. I will not copy others' work, in whole or in part, and claim it as my own. I will not use unauthorized resources such as an adult, another student, essay writing services, computer program, or internet site when I am expected to complete my own original work.
2. I will follow directions and complete assessments as directed by my teachers, including following the steps and processes outlined by them in a way that I can demonstrate.
3. I will not share my work with another student digitally or otherwise. However, coaching may be given from one student to another as long as the coach does not tell the person what to do, but rather gives thoughtful reflections on work already prepared by the one being coached. This is best done orally.
4. During a test, I will not talk, share answers, look at the work of others, or copy answers. I will not use outside information on the test, such as notes or a textbook, without the express permission of the teacher.
5. I will not discuss test questions and answers with students who have not taken the test.
6. I will not turn in a paper or project for more than one class or assignment.
7. I will not plagiarize. Plagiarism is using words or ideas of authors in my work without giving those authors credit. This includes just changing a few words. Paraphrased text must include MLA citations. Text copied word for word must be in quotes and include an MLA citation.
8. I will not fabricate data. This includes falsifying or manipulating data to achieve a desired experimental result and/or reporting data for an experiment that was not conducted without giving credit to the author.

**I understand that academic dishonesty, in whatever form, is unacceptable and that, at the teacher's discretion, I will have to resubmit the assignment or an alternative task. I may receive a failing for that assignment. Additionally, my parents may be informed, and I may be subject to further consequences per Lincoln High School policy.**

I have read the Academic Integrity Contract, and I agree to abide by the rules stated above. I understand that any violation of these rules will result in grade penalties and other consequences.

Student Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**I have read the Academic Integrity Contract and I will support academic honesty in our partnership. My child's learning is more important than their grade.**

Parent/Guardian Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Signature \_\_\_\_\_

***Adapted from:***

Solarz, M. "Academic Honesty Contract." Web 8 Feb 2011 <[http://torahdiva.org/handouts/ACADEMIC\\_HONESTY\\_CONTRACT.pdf](http://torahdiva.org/handouts/ACADEMIC_HONESTY_CONTRACT.pdf)>

Dumas, Michelle. "Understanding concerning integrity in IB Biology coursework." Personal interview 9 Feb 2011

"Idaho Digital Learning Academic Honesty Contract." Web 31 Aug 2020 <<https://www.idahodigitallearning.org>>