



GREENVILLE CENTRAL SCHOOL DISTRICT

Spartan **STRONG**

Where everyone learns, teaches, and belongs.

Greenville Central School District

International Baccalaureate Diploma Programme

ACADEMIC HONESTY POLICY (Updated September 2023)

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Statement of Academic Honesty Philosophy

As an IB school, Greenville High School promotes the value of academic integrity in coursework, in assessment and in research activities as a natural outgrowth of the IB Learner Profile, which states that all IB learners “strive to be principled, acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere; taking responsibility for their actions and their consequences.” This includes showing respect for the intellectual work of others and acknowledging this work in all academic effort.

Defining Characteristics of Academic Integrity

The International Baccalaureate Organization defines academic integrity as “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work.”

Greenville High School is committed to making these principles part of our academic values. Beginning in Elementary School, students are taught to be Spartan STRONG (Show self-control, Take action, Respond respectfully, Offer acceptance, Never give up, Grow together). Through Middle School and High School, these values are reinforced through lessons which teach students how to practice responsibility, specifically in the area of academic integrity.

Authentic/Original Work

According to the International Baccalaureate Organization, “an authentic piece of work is one that is based upon the scholars’ individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use the scholars’ own language, expression and ideas. Where the ideas or work of another person are represented within a scholars’ work, whether in the form of a direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged” (Teaching Academic Integrity, p.76).

According to the International Baccalaureate Organization, “Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme.” (Statement from the IB about ChatGPT and artificial intelligence in assessment and education).

Academic Misconduct

The International Baccalaureate Organization defines academic misconduct as “behavior that results in the scholar or any other scholar gaining an unfair advantage in one or more assessment component” (Understanding Academic Misconduct, p.94).

Academic misconduct includes:

- Plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement
- Collusion—supporting academic misconduct by another scholar, as in allowing one’s work to be copied or submitted for assessment by another

- Any other behavior that gives an unfair advantage to a scholar or that affects the results of another scholar (falsifying data, misconduct during an examination)

Further details and information on academic integrity in the IB can be found in the Academic Integrity Policy at IBO.org

Academic Integrity Procedure for Misconduct

Greenville High School works to ensure procedural fairness in cases of academic misconduct. Please see below for specific reference to academic dishonesty in the Code of Conduct:

C. Category III: Prohibited student behavior includes conduct which constitutes academic dishonesty and misconduct, including:

- Plagiarism
- Cheating
- Copying
- Altering records
- Assisting another student in any of the above actions

School Response Category III Prohibited student behavior could be addressed through one or more of the following procedures:

- The teacher may initiate a meeting with the student and the student's school counselor to discuss the situation. The teacher must notify the principal and the student's parent/guardian.
- The principal may initiate an investigation of the allegation and confer with staff on the appropriate school response.
- The principal may meet with the student and confer with the student's parent/guardian about the student's conduct and resulting school response. The principal will maintain a written and accurate record of student behaviors and school responses. The range of possible school responses include:
 - The teacher may require that the student redo the assignment.
 - The student may receive a grade of zero on the assignment
 - Receiving a zero could result in the loss of IB credit

References

“A Framework for Identifying Aspects of Academic Integrity Across the Continuum of IB Programmes.” Academic Honesty in the IB Educational Context. International Baccalaureate Organization. Geneva, Switzerland: 2014.

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Effective Citing and Referencing. International Baccalaureate Organization. Geneva, Switzerland: 2014.

Guide to Programme Evaluation. International Baccalaureate Organization. Geneva, Switzerland: 2014.

“Making Academic Honesty a School Priority: Developing, Implementing and Reviewing an Academic Honesty Policy.” Academic Honesty in the IB Educational Context. International Baccalaureate Organization. Geneva, Switzerland : 2014.