

Table of Contents

Local Policies and Background	2
Student Responsibilities*	3
Key Terms*	4
Procedures & Consequences for Incidents of Academic Misconduct*	5
Responsibilities of the School	7
Responsibilities of the Parent	7
Resources and Support	8
Policy Review Process	8
Works Cited	9

***Denotes sections that are included in the student handbook.**

LOCAL POLICIES AND BACKGROUND**Local Policies**

“[Student Rights & Responsibilities](#)” is adopted by the Chicago Board of Education each year to help create a safe and supportive learning environment for all students and school personnel. The handbook contains the Student Code of Conduct (SCC), which sets forth clear expectations for responsible student behavior. The SCC also provides a transparent and restorative disciplinary process that addresses the root causes of behaviors, repairs harm, and promotes social and emotional development” (CPS). Disruptive behavior related to plagiarism and cheating and related interventions and consequences are addressed on page 22 of the SCC.

All CPS parents/guardians are asked to “review the SCC with their children and encourage their children to make responsible decisions and engage in safe, respectful behavior that promotes learning.” Students are also expected to [sign the SCC receipt](#) and exhibit appropriate behavior by following all school rules and Board policies” (CPS).

Prosser students enrolled in the IB Diploma Programme, the IB Career Programme, or IB Certificate courses are subject to the same expectations as all students enrolled in Chicago Public Schools, as outlined in the SCC. The following policy was created to provide a cohesive understanding of academic integrity for IB Diploma, Career, and Course Candidates at Prosser High School.

Background and Purpose

Prosser’s mission is to “provide students with a dynamic, supporting learning environment which prepares them to be fulfilled, productive, critical thinkers who can be successful in an ever-changing society.” Providing students with a solid understanding of academic integrity is a necessary step to achieving this mission. In addition, the IB Learner Profile forms the foundation of Prosser’s Academic Integrity Policy. We acknowledge the importance of encouraging our students to be:

- Inquirers: encouraged to acquire the skills necessary to conduct inquiry and research.
- Knowledgeable: encouraged to acquire an in-depth knowledge of best-practices in relation to documentation (references, citations, and bibliography).
- Thinkers: encouraged to exercise initiative in applying critical thinking skills to make reasoned, ethical decisions.
- Principled: encouraged to act with integrity and honesty and take responsibility for their own actions.

Students are encouraged to develop and demonstrate these attributes to maintain best practices in relation to class work, internal and external IB assessments, and

examinations. We provide students with the opportunities to develop their knowledge and skills in relation to documentation, and we communicate the academic integrity policy with students and their families.

We need academic integrity in order “to maintain fairness,” “to maintain trust and credibility, “ and “to develop respect for others” (*Academic Integrity 5*).

Student Handbook Insert

PROSSER ACADEMIC INTEGRITY POLICY

2025

In all academic matters, Prosser Students are expected to “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity of the individual, groups and communities [and to] take responsibility for their own actions and the consequences that accompany them” (*IB Learner Profile* definition for Principled).

STUDENT RESPONSIBILITIES

Students are expected to be content creators who recognize the value of their own intellectual property. As such, they vow to do the following.

- I will read and understand Prosser’s Academic Integrity Policy, including what constitutes malpractice and related consequences.
- I will complete all assignments, tasks, examinations, and quizzes in an honest matter and to the best of my abilities.
- I will give credit to used sources* in all work submitted:
 - I will document source material in a formal and appropriate way (bibliography).
 - I will use direct quotations appropriately (in-text citations).
 - I will paraphrase and acknowledge the ideas of others appropriately (in-text citations).
- I will abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, tutors, essay writing or copy-editing services, pre-written essay banks, or file sharing websites.
- I will abstain from giving undue assistance to peers in the completion of their work.
- I will show a responsible use of the internet and associated social media platforms.

- I will follow all examination rules.
- I will report acts of student misconduct and school maladministration to my teachers, program coordinators, and administrators.

(Responsibilities adapted from *Academic Integrity*, page 16)

*Sources include any AI-generated text, image, or graph. If used, the software must be credited in the body of the text and appropriately referenced in the bibliography as is the case with any other source. IB students should note that an essay which is predominantly quotations will not get many marks with an IB mark scheme ([Statement from the IB about ChatGPT and artificial intelligence in assessment and education](#)).

KEY TERMS

Academic Integrity is “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” (*Academic Integrity* 3).

Student Academic Misconduct is the “deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage” (3).

- **Plagiarism** is the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear, and explicit acknowledgement (*General Regulations: Diploma Programme* 12). This includes:
 - directly quoting or copying and pasting from a published source without proper citation and/or paraphrasing.
 - Paraphrasing another’s published work without acknowledging the source.
- **Duplication** is “the presentation of the same work for different assessment components” (12).
- **Collusion** is “supporting misconduct by another student” (12). This includes:
 - allowing your work to be copied or submitted for assessment by another student
 - working with another student on any assignment when the instructor has required independent effort
 - providing information about a recently given or future test, exam or other assignment to another student who thereby gains an unfair advantage
- **Misconduct During an Examination** is using material or equipment not authorized by the teacher during a test, exam, or other academic evaluation, such as notes, information, study aids, a calculator, or any electronic device

(including phones). This includes copying work from another student's exam (12).

Collaboration vs. Collusion

Recognizing the difference between collaboration and collusion can be difficult because students frequently work in pairs and groups in all disciplines. During partner and group work, answers and solutions may be freely shared, but all students are expected to contribute. Simply copying the answers from another's report, homework, et cetera, without having helped to produce the product is plagiarism. Students working in groups often use the same software to generate graphs, charts, data tables, papers, notecards, outlines, labs, et cetera, and it is expected that partners will have common data and similar conclusions, but interpretation, manipulation and presentation of information and ideas must be done individually.

School Maladministration - "an action by an IB World School [. . .] that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments" (3).

PROCEDURES & CONSEQUENCES FOR INCIDENTS OF ACADEMIC MISCONDUCT

As outlined in the CPS Student Code of Conduct, "3-8: plagiarism, cheating, and/or copying the work of another student or other source" is listed as a Seriously Disruptive Behavior (22). Available interventions and consequences include:

- "Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence."
- "Recommended instructive, corrective, or restorative response (see Guidelines for Effective Discipline)"

Depending on the severity of the offense, the student may be allowed to re-do the assignment under supervision. Severe or repeated misconduct will result in a mark of 0 for the assignment.

Per the CPS Student Code of Conduct, all students have the following rights related to issues of academic malpractice (2-3):

- to be treated daily, courteously, and respectfully
- to bring complaints or concerns to the school principal or staff for resolution
- to tell their side of the story before receiving a consequence
- to be told the reason(s) for any disciplinary action verbally and in writing
- to be given information about appealing disciplinary actions

In addition, it dictates that school administrators must comply with the *Guidelines for Effective Discipline (6-9)*:

1. redirect to correct behavior
2. intervene
3. gather information
4. analyze
5. discuss and provide the opportunity to explain
6. make a determination and consider the needs of all parties involved
7. assign interventions or consequences
8. complete report
9. inform parents/guardians of their rights to appeal. The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
10. restore

Academic Misconduct related to IB Coursework

Incidents of student academic misconduct related to IB coursework fall under the “procedures for dealing with policy breaches by students” in IB’s Academic Integrity document:

“When a school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation must be resolved as per the school’s academic integrity policy. [. . .] However, the school should not submit to the IB a piece of work that does not meet the expectations in regard to academic integrity or award a mark of zero. If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an ‘F’ on the IB internal assessment mark entry system or marked as a non-submission in the case of externally assessed components, such as the extended essay or theory of knowledge essay. As a consequence, the student would not be eligible for a final grade in the subject concerned. When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible” (24).

Consequences for academic misconduct during examinations are outlined IB’s *Academic Integrity*, specifically in Appendix 2.

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RESPONSIBILITIES OF THE SCHOOL

All students and their parents/guardians receive a copy of the SCC. Sections of Prosser's Academic Integrity Policy are published in the student handbook and the entire policy is available on the school's website. Relevant IB documents and policies are also made available via Google Classroom. In order to facilitate students' growth as principled inquirers, Prosser faculty provides all students with instruction in:

- the guidelines of all subjects
- what constitutes academic misconduct and it's possible consequences
- the research process
- best practices for ensuring assessments meet standards of academic integrity
- the rules for acknowledging source material based on standard practice and provide examples and conventions for citing and acknowledging original authorship (APA, MLA). This includes providing opportunities to practice and to learn how to use other people's work in support of their own.
- data-gathering techniques

(Responsibilities adapted from *Academic Integrity*, pages 7-14)

Teachers ensure that the principles and practices of academic integrity are reviewed at the commencement of every major assessment. They also utilize plagiarism prevention tools, such as Google's plagiarism check, to help students recognize citation errors that need to be corrected. For IB courses, teachers only sign declarations of authenticity on work if the assessment reflects academic integrity.

RESPONSIBILITIES OF THE PARENT

- read and understand Prosser's Academic Integrity Policy
- support their child's understanding of their responsibilities with regard to Academic Integrity
- support their children in managing their workload so they can allocate time effectively
- report any potential cases of student misconduct or school maladministration to the school's administration
- abstain from giving or obtaining assistance in the completion of work to their children

(Responsibilities adapted from *Academic Integrity*, page 17-18)

RESOURCES & SUPPORT

The IB Coordinator provides faculty with appropriate professional development with regard to principles and practices of academic honesty as defined by the IB programme.

Teachers provide subject or assessment-specific instruction in all areas related to academic honesty, including: research methods, citation styles, documentation, proper data collection techniques, and ethical practices. Prosser recognizes MLA and APA citation styles for IB coursework. Students receive direction from subject area teachers as to which style to use and the conventions of each.

IB's academic style guide, *Effective Citing and Referencing* is available to all candidates. Students have access to online style guides as well (<https://owl.purdue.edu/>). Students can also build their skills through tutorials and tests available from the University of Indiana: <https://plagiarism.iu.edu/tutorials/index.html>

Students and their parents/guardians are provided with copies of Prosser's Academic Integrity Policy.

For all IB assessments, teachers and students use Google's Plagiarism Checker to ensure the highest levels of academic integrity with regard to citations and referencing.

Teachers monitor students' academic honesty through formative assessments, by tracking multiple drafts of summative assignments such as projects and papers, and by using approved plagiarism detecting software. These tools are most often used to prevent problems with academic malpractice. Students are given the opportunity to make mistakes and learn from them.

POLICY REVIEW PROCESS

Each year, the school community undertakes this process to review Prosser's Academic Integrity Policy. The current policy was adopted in January 2025.

- June /July - Diploma Coordinator examines current policy and makes additions or changes necessary to comply with any updated IB requirements.
- August - Teachers & administrators are asked to review and provide input to update the policy.
- November - Stakeholder Input Period. Draft versions of policy in English and Spanish are emailed to the parents and students, posted on the school's website, and shared with the local school council (LSC) and the parent advisory

council (PAC) for feedback and input. The Prosser IB Student Leadership Committee reviews the policy. Parents are also invited to provide feedback in person during the Report Card Pickup Day.

- December - Diploma Coordinator and administrative team update policy based on stakeholder input.
- January - Updated Policies posted on the school's website and disseminated to all staff, students, and parents. Selected portions of the policies are included in the student handbook.
- June through September - Policies are included in new teacher training materials and orientation.

WORKS CITED

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