

ThunderRidge High School

Douglas County School District

Highlands Ranch, Colorado

Developed - August 2017, Revised 2021

Academic Integrity Policy

The community at ThunderRidge is committed to producing principled students who act with integrity and honesty. Academic integrity is considered the commitment to principled academic conduct.

Expectations of the Student

The student will:

- Take responsibility and pride in the production of their academic work
- Focus on learning, effort, critical thinking, and curiosity over grades
- Request clarification, when needed, of expectations for assignments.
- Refuse to participate in any form of academic dishonesty.
- Accept responsibility and consequences for their actions if they violate academic integrity policies.
- Utilize appropriate citations and include works cited, assigning credit for work that is not the student's own by using proper MLA citations (see “Essential Citation Guidelines for students, below”).

Essential Citation Guidelines for Students:

- Make clear which words, ideas, images, and works are not your own
- Give credit for copied, adapted, and paraphrased material
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the list of works cited and all sources in the works cited must also be cited in the text.

Expectations of the Teacher

The teacher will:

- Support student understanding of academic integrity as well as misconduct.
- Design assignments that do not lend themselves to academic misconduct.
- Where possible, utilize plagiarism detection services on major assignments.
- Provide students with clear expectations for individual assignments.
- Provide students with clear expectations for assignments that allow for collaborative work.
- Provide students with clear guidelines as to the range of permissible resources, model citing and acknowledging original authorship using MLA format.
- Guide the distinction between valid collaboration and unacceptable collusion.
- Advise students on what constitutes intellectual property and authentic authorship.
- Provide students with clear expectations of the possible consequences of unethical conduct.
- Hold students accountable when they violate academic policies by reporting violations to the IB Coordinator and IB Administrator.

Responsibility of Administrators

The administrators will:

- Consistently and fairly hold students accountable for infractions of this policy.
- Provide ongoing support for the school community in understanding and implementing the Academic Integrity Policy.

Expectations of Parents

The parent will:

- Familiarize themselves with the Academic Integrity Policy as part of the TRHS Student Handbook.
- Actively engage in open dialogue regarding academic honesty and possible consequences with their student.
- Support students with self-advocacy when and if their student is confronted with academic dishonesty situations.
- Communicate with appropriate staff regarding academic honesty questions or concerns.

Violations of Academic Integrity Policy:

Violations are considered academic misconduct that results in or may result in the student or any other student gaining unfair advantages in an assignment, assessment, or more assessment components. Academic misconduct includes, but is not limited to:

- **Plagiarism:** representing the ideas or work of another as one's own, intentionally or unwittingly, without proper, clear, explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- **Collusion:** supporting malpractice by another student, for example, allowing work to be copied or helping others cheat.
- **Duplication of Work:** presenting the same work for a different assignment or assessment.
- **Misconduct:** taking unauthorized materials into an IB examination room, disruptive behaviour and/or communicating with others during an exam.
- **Communication about the content of an examination:** sharing information about an exam with others 24 hours before or after an IB exam.

The following are examples of plagiarism, collusion, and cheating:

- Copying another person's assignment or allowing someone else to copy your assignment.
- Substituting synonyms for another person's word choices or restating someone else's ideas in your own words without crediting the source.
- Handing in another person's work as your own.
- Dividing questions on an individual assignment so that several students answer a portion of the assignment, permitting each other to copy answers.
- Although group work and cooperative learning are often encouraged, individual assignments must remain the individual student's work. Always ask your teacher if an assignment may be completed with others. Please do not assume it is allowed.
- Copying sentences, phrases, paragraphs, or pages from books, websites, or other sources without providing citations. Writing should be either original or attributed.
- Using intellectual property (pictures, graphs, diagrams, quotes, books, films, music recordings, television, or any other media) without proper citations.
- Taking answers from a classmate's quiz or test paper, using a crib/cheat sheet, or sharing answers during a testing situation.
- Falsifying data, conclusions, and answers and presenting them as fact.
- Stealing, taking images of assessments.
- Discussing exam questions in any manner with students who have yet to take the exam.

ThunderRidge has developed this policy in conjunction with the principles and practices outlined by the International Baccalaureate Organization and adheres to academic standards outlined by that partnership.

Disciplinary Consequences for IBDP Coursework:

The International Baccalaureate Programme takes Academic Integrity very seriously, and holds schools accountable for presenting work that is authenticated as the student's own work. In IBDP Courses, therefore, upon a suspected breach of the Academic Integrity Policy, the teacher will notify the parents, the IB Coordinator, and the IB Administrator, as well as filing a referral with the student's assigned administrator. The in-school consequences for students in IBDP Courses will be the same as for breaches of the Academic Integrity Policy in any other ThunderRidge course. However, in cases where the breach was severe, or repeated, the school may rescind the student's right to submit official IB Assessments or sit for IB Exams in that subject.

ThunderRidge Resolution Process

ThunderRidge High School Revised - March, 2021

Philosophy:

ThunderRidge High School believes that a key to student success is a strong working- relationship between student and teacher. Furthermore, ThunderRidge views the empowerment and agency of students in resolving any conflict as critical in their development. With this in mind, we also recognize that sometimes conflict or misunderstanding can occur in the context of the classroom. Conflict might arise in regards to grades, academic integrity, or disagreement. Conflict can be uncomfortable, but creates opportunities for growth for all parties involved when we are able to take a collaborative approach to the solution. To successfully work through issues, we use a Restorative Practice Approach. The program has a recognized power to repair and strengthen relationships, along with developing essential personal skills/attributes such as communication, self-reflection, and open-mindedness. The protocol outlined below is modeled after the Restorative Practice Approach, and serves as our resolution process for grading, academic dishonesty, and other course concerns.

Resolution Process:

1. The first conversation must be between the student and the teacher to discuss the concerns.
 - If the student is reluctant to speak with the teacher one-on-one, the student may consult a counselor for coaching on how to best advocate for him/herself. This provides a professional courtesy to our teachers to give them an opportunity to correct any issues with autonomy while empowering students to work through conflict.
 - The counselor should coach the student on how to address concerns with the teacher (i.e. using "I" statements, providing specific examples, plan for moving forward, looking for win-win solutions, ownership of the problem and process).
2. If the student and teacher remain in disagreement following an initial meeting, a school counselor will facilitate a meeting with the student and the teacher to discuss and create a plan to best support the student.
3. If the teacher and student remain in disagreement or concerns persist, a meeting may be scheduled including the teacher, the student's counselor, an administrator, and the student's guardian.
 - The teacher should be provided 48 hours notice, prior to the meeting.



- The meeting should be of a restorative nature, one in which each party seeks to understand and establish roles/responsibilities moving forward.
- 4. Final determinations (regarding consequences, grades, or scheduling adjustments) are at the discretion of the school administrator.
 - In the rare event that scheduling or teacher changes are necessary, the administrator and counselor will work together to attempt to change the student's schedule.
 - After the add/drop period, only an administrator may approve a teacher change.
 - Level changes must be done with the approval of both teachers involved in the change of placement.

IBDP Students: In the case of an IBDP Candidate, the IB Coordinator and IB Administrator will assume the role of the student's counselor/administrator in resolution to conflicts.

TRHS International Baccalaureate Diploma Programme Integrity Pledge

I, (print name) _____, have read, understand and agree to abide by the the TRHS Academic Integrity Policy.

I understand that a breach of these ethical expectations in any form will place my future as an IB Diploma student in jeopardy and may be cause for removal from IB testing upon the recommendation of the IB Coordinator to the Principal of ThunderRidge High School.

Print Student Name

_____ Graduation Year: _____ Date: _____

Student *Signature*
