

PSD IB MYP ACADEMIC HONESTY POLICY

- **Rationale**

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (IB learner profile in review: Report and recommendation (April 2013), page 21). An academic honesty policy ensures that a school's procedures for this practice are transparent, fair, and consistent, It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be take if there are transgressions. The policy is dynamic and ensures that students are taught good practices in all aspects of their work so that they can be principled learners.

- **Definitions of Academic Misconduct:**

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component. (FPIP 94)

Academic misconduct includes:

- **plagiarism**—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- **collusion**—supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another
- **duplication of work**—the presentation of the same work for different assessment components
- **any other behaviour that gives an unfair advantage** to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

- **Guidance and Examples**

<u>Plagiarism:</u> the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment	
Examples of Misconduct	Appropriate Conduct
You read a text and substitute synonyms for certain words, claiming the work as your own without citing the source and providing documentation in the form of a bibliography/works cited.	If a statement from a text is supportive of your own ideas, consider directly quoting it in your writing and including a bibliography/works cited with your work.
You copy sentences, phrases, paragraphs, or pages from books, websites or other sources without citing the source and providing documentation in the form of a bibliography/works cited.	
You have to write a fictional story for English, so you use plots or characters from a favorite book, or movie, or television show, pretending that it is your own work.	Having inspiration when creating is a key piece of the process.
You have to a project in Design or the Arts that asks you to be creative, and you take concepts, designs, and ideas from other sources: websites, music, youtube, etc. and pretend it is your own.	
Handing in another individual's work as your own.	Be honest. Be principled. If you feel unprepared for an assignment, or are tempted to cheat, reflect on what you can do in the future to avoid being in this situation. Consider talking with your teacher or parents if you feel you need help with this. Also, have a growth mindset!
Copying answers from a classmate's quiz or test paper, using a cheat sheet, or sharing answers during a testing situation.	
<u>Collusion:</u> supporting academic misconduct by another student	
Examples of Misconduct	Appropriate Conduct

Your allow another student to copy answers from your homework before it is collected.	You work hard on your work, you should expect that others do the same. While helping friends is tempting, sharing work will not help them learn anything in the long run. Sometimes being a better friend means making the tougher decision.
You knowingly let another student see your answers, or whisper answers/hints to him/her, during a test.	
You share work electronically with another student (your google doc., for example)	

Duplication of Work: *the presentation of the same work for different assessment components*

Examples of Misconduct	Appropriate Conduct
You are assigned a project in class that is very similar to something that you've done in earlier years or in another class. You turn this old project in for the new assignment.	Using what you already know or have done to complete a new task is a great idea. However, it should be added to so that new learning can happen.

Other: *any other behaviour that gives an unfair advantage to a student or that affects the results of another student*

Examples of Misconduct	Appropriate Conduct
You take a test 3rd hour and relay questions and answers from the test to your friend who has the same class during 4th hour.	While it is tempting to help friends out, it is important that everyone has an equal opportunity to succeed. If a friend asks, consider saying something like "It covered what the teacher said it would."
Dividing questions on an assignment so that students answer only a portion of the assignment and then use each other's answers to complete the assignment.	Although group work and cooperative learning are often encouraged, individual assignments must remain the work of the individual student. Always ask your teacher if an assignment may be completed with others and turned in as such. Do not assume it is allowed.
You make up information, or data, to support an idea/stance you are taking/scientific conclusion and pretend that it is real.	This has gotten many researchers in trouble over the years. If you are tempted to do this, stop and ask

yourself, “Is *being* right more important to me than *doing* right?”

For guidance on appropriate citation, please view the IB document [Effective Citing and Referencing \(2014\)](#) which can be found by clicking the link, or by going to <http://www.ibo.org>.

● **Clarification of Responsibilities:**

Because academic honesty is such an important part of being principled and acting with honesty and integrity, it’s development should happen through the collaborative actions of students, teachers, parents, and school administrators.

Student Action	Producing authentic work when working individually or in collaborative group settings
Teacher support	<ul style="list-style-type: none"> ● Providing opportunities to practice and to learn how to use other people’s work in support of our own ● Setting clear expectations of the roles of individuals in the group
Parental Support	<ul style="list-style-type: none"> ● Recognizing what is helpful and what is not helpful to the student. Asking guiding questions or giving suggestions on an assignment is helpful; doing it for them is not. ● Running through example scenarios, “<i>What would you do if...</i>” ● Talk about what right/wrong means to you ● Encouraging students to be open minded and communicate with the teacher if an issue arises with group work
Administrative Support	<ul style="list-style-type: none"> ● Maintaining fairness and consistency ● Providing a safe environment ● Providing professional development for teachers ● Modeling principled collaboration with staff, students, and parents

As our MYP programme is housed at three different sites, the following sections contain site-specific information about teaching and learning related to academic honesty and procedures for dealing with misconduct.

V. Teaching and Learning Academic Honesty

- Students receive direct instruction on Lincoln's Academic Honesty policies and procedures during the first week of school.
- All students receive a Student Planner which includes the Academic Honesty policy.
- Policies and procedures are reinforced throughout the year by all teachers.
- Students will use Research Skills that demonstrate accurate citation, referencing, and respect intellectual property.
- Students will understand the difference between collaboration and collusion.
- Students will demonstrate understanding in authentic ways that use his/her own words, expressions and ideas.

VI. Procedures for dealing with misconduct:

If a student does not follow Lincoln's Academic Honesty policy, the following actions will occur:

- First offense: The teacher and student will discuss the occurrence. The student will not receive credit for the assignment. The student will have the opportunity to re-do the assignment with a specific time period, and will be assessed without consideration of the original work. The teacher will fill out a Minor Referral form, describing the infraction, and will notify the parent.
- Second Offense: The teacher and student will discuss the occurrence. The student will not receive credit for the assignment. The student will have the opportunity to re-do the assignment with a specific time period, and will be assessed without consideration of the original work. The teacher will fill out a Major Referral form and refer the student to after-school support. Administration will call the parent.
- Third Offense (and any additional offenses): The teacher and student will discuss the occurrence. The student will not receive credit for the assignment. The student will have the opportunity to re-do the assignment with a specific time period, and will be assessed without consideration of the original work. The teacher will fill out a Major Referral form and refer the student to after-school support. Administration will call the parent. Parent will come in for a meeting with Administration, teachers and student. A behavior contract will be created.
- Habitual offenders will be referred to the MTSS team.

Poudre High School

V. **Providing Education and Support:**

- All 9th graders entering the PHS IB MYP Program are enrolled in an MYP Freshmen Seminar course that supports students in their transition to high school. This includes regular academic support provided by the IB Leadership Team (MYP Coordinator, IB Counselors, IB Academic Coach) as well as their respective seminar teacher. As part of their transition work, the students are led through activities and discussions helping them understand and utilize the IB Academic Honesty Policy.

VI. **Procedures for Dealing with Misconduct:**

- Student(s) who are found guilty of plagiarism or cheating will earn no credit for the assignment, project, or test. The student(s) who contributed to the offense (i.e. shared information or answers) will also earn no credit, whether or not the student(s) benefited personally from the information. Parents or guardians will be notified, and both the IB Director and the appropriate counselor(s) will be informed.
- A record of the incident will be included in the PSD student disciplinary file. Should a student accumulate two incident reports for plagiarism or cheating, a meeting with the student, parent or guardian and the IB Director will be scheduled to determine further disciplinary action.
- Two incidents of plagiarism or cheating may result in being dropped from the IB Program. Incidents are cumulative from grades 9 –12.
- A student may appeal to remain in the IB Program by following an appeal process to an ad hoc committee of three IB teachers. The appeal must be in writing and the student must be present for the appeal to be considered. The committee, IB Director and counselor(s) will make the final decision regarding the student's continuation in the IB Program.
- In accordance with the PSD Code of Conduct, students found guilty of plagiarism or cheating may be suspended.
- As per IB General Regulations, IB Diploma Program (DP) students found guilty of plagiarism/cheating on IB DP Internal or External Assessments and/or their Extended Essay, and/or of falsifying any CAS information are not eligible to earn an IB Diploma. See "General Regulations: Diploma Programme" for specifics.

Lesher Middle School

- V. **Providing Education and Support** Students receive direct instruction on Lesher's Academic Honesty policies and procedures during the first weeks of school.

- All students receive a Student Planner which includes the Academic Honesty policy.
- Policies and procedures are reinforced throughout the year by all teachers.
- Students will use Research Skills that demonstrate accurate citation, referencing, and respect intellectual property.
- Students will understand the difference between collaboration and collusion.
- Students will demonstrate understanding in authentic ways that use his/her own words, expressions and ideas.

VI. Procedures for Dealing with Misconduct

If a student is caught in a situation where he/she violates Lesher's Academic Honesty Policy, the following will occur:

- The student will write a one page hand-written letter explaining the situation and reflecting on their actions. Copies of this will be kept in the office and given to their teacher.
- The student will call home and explain that they have been involved in cheating and/or plagiarism and would like to talk more with their parent(s)/guardian(s) about it that evening.
- The student will initially receive a zero for the assignment and then redo the assignment showing their own work.
- The office will be notified of the violation.
- Student and parent(s)/guardian(s) will sign and return the Academic Integrity Contract the following school day.