



Academy for Discovery at Lakewood

IB Middle Years Programme

Academic Honesty Policy

Philosophy

Academy for Discovery at Lakewood is committed to supporting all students in discovering the:

- ability to learn from every challenge, mistake or failure
- skills and techniques for effective learning
- benefits of learning well
- sense of joy felt from every hard-fought accomplishment
- contribution they can make as a member of a broader community

These experiences are learned and lived only when aligned with academic honesty, a characteristic founded in the qualities of integrity, trust, fairness, respect, and responsibility. As important as these discoveries are to the success and potential of every student, Lakewood's staff acknowledges that ethical behavior is not always easy to sustain. To do so students will need to understand the meaning and impact of unethical behavior on others and on themselves. They will also need support in developing the skills required to avoid academic dishonesty in all its forms, whether from ignorance, pressure, or a lack of will. This policy outlines Lakewood's plan to support students' abilities to self-manage, collaborate, communicate, and conduct research.

Statement of Purpose

As members of a proudly diverse community, we acknowledge the need to teach our students what it means to be personally and socially responsible. We recognize that every student's developing sense of integrity plays a fundamental role in his/her success in the classroom. To that end we will utilize the opportunities within all subject groups to address the need for academic honesty, clarify its meaning, and demonstrate why it matters as we model how it is achieved. **Academy for Discovery at Lakewood's Academic Honesty policy is founded on the ideals of the IB Learner Profile which supports our efforts, expectations, and hopes for students as they become:**

Principled

- Acting with integrity and honesty, with a strong sense of fairness and justice.
- Respectful of the dignity and rights of others
- Personally responsible for their actions and the consequences of those actions
- Committed to daily exercising truthfulness in their words and actions
- Mindfully aware of making appropriate choices, despite peer pressure, fear, loyalty, or compassion

Reflective

- Thoughtful when considering their own ideas and experiences within the contexts of the ideas and experiences of others
- Personally aware of their strengths and weaknesses and ways to develop both
- Committed to supporting their learning and personal development
- Respectfully mindful of the learning needs of their peers

Caring

- Able to show empathy, compassion and respect to others through their own actions
- Tolerant of others, their views, and their values
- Committed to respectful behavior

Definitions and Examples

Academic Honesty – Set of values that promote personal integrity, trust, fairness, respect, and responsibility and good practices in learning and in life. Embedded within the MYP Approaches to Learning, the skills which support academic honesty help all students to become stronger, effective, self-regulated learners.

Academic Dishonesty – any behavior that results in a student or group of students gaining or attempting to gain unfair advantages in academic work. The most common examples include cheating, plagiarism, collusion, and forgery. Academic dishonesty can impact peers, instructors, and families, but the primary victim is the perpetrator. Students seeking a quick, easy advantage through academic dishonesty rob themselves of the opportunity to learn, progress and achieve whenever they resort to the following practices.

Plagiarism—the use of another person’s ideas, words, or work without acknowledging them as the creator. Plagiarism which is intentional represents a student’s aim to receive credit for effort they do not deserve. Unintentional plagiarism is representative of a student who is unorganized, careless, or misinformed. Some examples include:

- Paraphrasing or copying any source without giving proper credit to the author or creator.
- Failure to use an approved format for citing sources of both verbal and non-verbal work.
- Turning in any assignment which is not based on one’s own research and writing.
- Using online language translators without explicit permission.
- Taking exams or completing assignments for another student.

Cheating—the use of dishonest means to obtain credit for academic work. Some examples are:

- Using or providing notes, documents, answers or assistance from or for another student on any assessment or assignment meant to be completed individually.
- Using communication/electronic devices to send or obtain unauthorized information.
- Looking at another student’s paper, talking during an assessment, or violating any other directions given by a teacher.
- Tampering with and using teacher materials without permission.
- Disclosing or discussing the content of an assessment before all students take it.

Collusion—helping someone else cheat, whether done intentionally or unintentionally. Some examples include:

- Allowing your own work to be copied by another.
- Sharing answers to assignments when the assignment was given as individual work.
- Not guarding assessment answers during the testing period.

Forgery—the false and fraudulent making or altering of a document. Some examples include:

- Forging the signature of a parent or guardian, teacher, doctor or other individual on a letter, hall pass, permission slip, etc.

Roles and Responsibilities

Promoting academic honesty and personal integrity requires a collaborative effort. At Academy for Discovery at Lakewood teachers, students, administrators, and parents acknowledge the roles they play in developing these values and skills in every learner.

Teachers will strive to promote academic honesty by:

- Designing inquiry-based assessment tasks that are not easily plagiarized while clearly assessing each learner's academic progress.
- Assigning work that encourages an original student response, thus discouraging plagiarism.
- Developing tasks which are appropriately challenging requiring more than a factual answer.
- Modeling effective and appropriate ways to paraphrase the ideas of others, not only for the purpose of avoiding plagiarism, but also to build students' abilities to analyze and evaluate those ideas. Opportunities for this support exist within close reading, substantive writing, and process journal experiences within each subject group.
- Teaching students how to properly cite all sources and discussing when such citations are required in different types of assignments. (see appendix)
- Showing students how to best support the learning of their peers without providing answers.
- Teaching students Acceptable Use guidelines.
- Clearly explaining expectations for collaborative work and how it varies from collusion.
- Supervising students during assessments and keeping assessment materials secure.

Students who promote academic honesty will:

- Produce work based on their original ideas, recognizing the work and ideas of others when used.
- Recognize the work of others by citing the sources used when conducting research. When uncertain how to cite sources accurately, students will seek guidance from a teacher, the school librarian, or an online resource (see appendix).
- Strive to paraphrase accurately the ideas of others, referencing the original creator. When the use of paraphrasing occurs in a timed setting, reference to the creator by name only is acceptable.
- Collaborate with peers to meet common assessment goals.
- Give and receive meaningful feedback when working with peers.
- Participate in discussions by asking questions and brainstorming ideas to challenge group thinking.
- Use ethical practices when taking tests.

Administrators will promote academic honesty by:

- Communicating clear expectations aligned to this policy when speaking with students, parents, and staff.
- Focusing on teaching the skills required for academic honesty and personal integrity rather than the consequences of dishonesty when conducting disciplinary consequences for students.
- Using an established progression of consequences when dishonesty occurs that involves the student, parent, teacher, and MYP Coordinator.
- Establishing and supporting a school culture that encourages academic honesty and personal integrity.
- Publishing the school's Academic Honesty Policy in the school handbook and on the school website.
- Informing staff, students, and parents through various media what constitutes academic dishonesty and how it can be prevented.
- Maintaining a centralized record of infractions to recognize patterns needing further attention.

Parents/Guardians who promote academic honesty will:

- Be aware of and understand the purpose of Lakewood's Academic Honesty Policy.
- Focus on their student's progress in learning rather than on their child's current grades.
- Help their student balance and manage their school work so they are ready when tasks are due and tests are scheduled and are therefore more likely to resist temptations to be academically dishonest
- Support the efforts made by school staff to develop students' abilities to make wise choices related to academic honesty and personal integrity.

Consequences

Academy for Discovery at Lakewood staff and community understand that students need support and guidance in developing the skills of academic honesty and personal integrity. To that end, we will deal with incidents of academic dishonesty on a case by case basis with the primary goal being behavioral change and development of a student's understanding of why academic honesty matters. Appropriate measures will be taken when incidents indicate a need for consequences. Elevated actions will occur based on the severity and/or frequency of the offense(s) of academic dishonesty committed by individual students. These actions may include any of the following:

- Detention
- Home contact
- Student-led conference
- Reflective essay completed by student in a school setting
- Conference between teacher, student, and parent
- Required redoing of work affected by academic dishonesty
- Administering a lower or failing grade
- Conference between teacher, student, parent, and IB coordinator or subject group lead teacher
- Referral to student counselor
- Administrative referral

Each incident of academic dishonesty, whether handled by an individual teacher, a lead teacher, counselor, administrator, or the MYP coordinator, will be reported to the MYP coordinator to maintain one central record of these events to ensure consistency and identify trends or problems for individuals or groups which may indicate a need for additional support and/or professional development.

Students accused of academic dishonesty will be provided due process, time to reflect on their choices, an opportunity to explain their actions, and the right to have a representative present in situations where penalties may be heavy. Lakewood's staff will seek to understand underlying motivations for student cheating, plagiarizing, or participating in any form of academic dishonesty to ensure that each offending student is treated fairly and is provided with the support required to choose a better path in the future.

Development and Review Process

Three policy drafts included the efforts of one Arts teacher, one Sciences teacher, the MYP Coordinator, school administrators, and the IB consultant. The final draft was submitted to the Steering Committee (see appendix) for approval in late spring of 2016. Review of this policy's usefulness will be conducted every two years or more frequently as needed to identify necessary revisions.



**Academy for Discovery at Lakewood
IB Middle Years Programme
Academic Honesty Pledge**

We, the students of _____ homeroom class, collectively sign this poster to represent our commitment to the ongoing development of a culture supporting Academic Honesty and Personal Integrity at Academy for Discovery at Lakewood. As IB students in the Middle Years Programme we recognize why these values matter not only to our individual futures, but also to the future success of our peers, our school, and our community.

We have discussed and understand the meanings of the following examples of academic dishonesty, and recognize how the stresses of school can make these actions tempting.

Cheating Plagiarism Collusion Forgery

We also understand that there are consequences, most self-evident and others unsuspected, for students who choose to act in ways which are academically dishonest. Through our discussions, actions, and thinking we will strive to be more principled, caring, and reflective.

**By signing this document, we pledge to support one another in making principled choices as learners who understand the value of academic honesty and personal integrity.
We will work together to do so by:**



**Academy for Discovery at Lakewood
IB Middle Years Programme
Academic Honesty Pledge**

We, the students of _____ Teacher's Name _____ homeroom class, collectively sign this poster to represent our commitment to the ongoing development of a culture supporting Academic Honesty and Personal Integrity at Academy for Discovery at Lakewood. As IB students in the Middle Years Programme we recognize why these values matter not only to our individual futures, but also to the future success of our peers, our school, and our community.

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NOTE:

It is intended that Lakewood's MYP staff will collaboratively plan how this document will be used to support students' understandings of academic honesty and why it matters. Every MYP teacher will work with one group of students to deeply explore what it means to commit to the pledge outlined on this document. It is our responsibility to build student awareness about academic honesty in a fair, consistent manner. NOTE: Poster-size copies of this document will be provided for this purpose.

Support for staff will include:

- Full staff meetings led by administration and MYP coordinator to review the Academic Honesty Policy to ensure a common understanding of its purpose.
- Grade level collaborative team meetings, led by MYP coordinator, will support planning for the pledge discussion and signing lesson(s) to ensure consistency across interdisciplinary teams.
- Common time will be established in the schedule in September for this purpose.

Appendix

Online Citation Resources

<http://www.easybib.com>

<https://www.graphite.org/website/gooru>

Resources This policy was written in 2016 in preparation for authorization as an IB World School after a review of the following documents:

Frank C. Martin International K-8 Center IB Middle Years Programme, <http://fcmartin.dadeschools.net/>

Granby High School, <http://schools.nps.k12.va.us/ghs/>

International Baccalaureate Organization (2014). MYP: From principles into practice

International Baccalaureate Organization (2016). Academic Honesty in the IB educational context

International Baccalaureate Organization (2016). Learner Profile Booklet

International Center for Academic Integrity, <http://www.academicintegrity.org/icai/home.php>

Mountain Ridge Middle School, <https://www.asd20.org/Schools/mrms/Pages/default.aspx>

Quotes about Academic Integrity from American University in Dubai (AUD) undergraduate students, http://www.academicintegrity.org/icai/assets/AUD_Integrity_Quotes.pdf

The Foundation for Critical Thinking, <http://www.criticalthinking.org>