

Phillips Preparatory MYP Academic Honesty Policy

IB defines academic honesty as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Academic honesty and personal integrity are fundamental components of a student's education and character development. At Phillips Preparatory School, we believe that promoting academic honesty is the responsibility of the total community. Teachers, administrators, parents, and guardians will support Phillips' students in demonstrating academic honesty.

Students, in accordance with the IB Learner Profile, will be principled. Principled learners demonstrate academic honesty and personal integrity. Our school believes these values and skills are essential in developing well-rounded, principled individuals, who through much inquiry, will learn to produce authentic works.

Definitions and Examples of Academic Dishonesty

Malpractice- IB defines malpractice as behavior that results in or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. This includes: plagiarism, collusion, cheating, and any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.

Plagiarism- the act of using another person's words, ideas, pictures, videos, music, etc. without giving them proper credit. Students must give full credit to the original author of the work. Acceptable formats are MLA and APA. Beginning in 6th grade, students are given instruction on how to acknowledge sources using the MLA and APA formats. Students are instructed each year on these formats. (See attached examples of MLA and APA formats given to students) Plagiarism is monitored through the use of www.turnitin.com. The following offenses, including but not limited to those below, are considered examples of plagiarism:

- Any representation of others' work as your own
- Non-original work that is not cited and appropriately referenced in submissions
- Copying information from a book or a website
- Misuse of quotation marks or paraphrasing and in text citations makes authorship unclear
- Failure to identify source of elements of nonverbal work (i.e. painting, dance, photo, proofs, musical compositions, etc) that you have derived your work from

Collusion- allowing other students to copy your work and be academically dishonest. The following offenses, including but not limited to those below, are considered examples of collusion:

- Intentionally allowing someone to copy your work to be turned in or submitted for a grade
- Sharing test questions with other students

- Divide and conquer approach where you are not the author of the entire assignment given by the instructor
- Helping someone else cheat both deliberately and through support

Collusion is to be contrasted with collaboration, which is defined as multiple students actively engaged during the course, as well as in the creation of a product per the assignment guidelines. It is important to note that teachers must be clear with assignment guidelines to specify the difference between collaboration and collusion on any given task. The guidelines teachers use are as follows:

- When collaborating, students meet a common assessment goal, but collusion would be letting one person do all the work.
- When collaborating, students share ideas, but collusion is allowing someone to copy their work even though the other person may change a few things.
- When collaborating, students support classmates by asking questions and brainstorming ideas, but collusion is giving group others the answers.

In addition to teacher instruction, the guidance counselors go into the classrooms to give lessons on the difference between collaboration and collusion in 6th, 7th, and 8th grades.

Cheating- is using dishonest means in an attempt to obtain credit for academic work. The following offenses, including but not limited to those below, are considered examples of cheating:

- Using or providing notes, documents, answers, aids or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher. This includes persons outside of the school building.
- Utilizing communication or electronic devices to send or obtain unauthorized information
- Looking at another student's paper, talking during an assessment, or violating any other expressed directions given by the teacher
- Taking another student's work and using it as your own
- Tampering with teacher materials and or student records
- Disclosing or discussing the content of an exam before all students take it

Fabrication- inventing information, falsifying research and or projects, and or using other products with the intent to deceive. The following offenses, including, but not limited to those below, are considered examples of fabrication:

- Creating a false reason to receive special consideration for an assessment or assignment
- Citing information not taken from the source indicated
- Submitting a paper, lab report, or other academic exercise containing falsified data or evidence

Tampering- with teacher materials and or student records for the purposes of cheating or fabrication will not be tolerated. Students who tamper with teacher materials and or student records are subject to ALL academic honesty consequences.

Duplication- is submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.

Forgery- Forging the signature of a parent or guardian, a school employee, or a physician (or any professional individual) on a letter, or any other document including but not limited to hall passes, progress or grade reports, parent letters, permission slips, detention notices, suspension notices, medical documents.

Students who promote academic honesty...

DO	DO NOT
To avoid Plagiarism	
Submit authentic work that is based on their original ideas and acknowledge the ideas and work of others.	Submit work without stating where it came from according to MLA or another appropriate format.
Cite sources using MLA format even if they are not sure if they should include books, journals, internet sites, magazines, photographs, music, interviews and other items that can be documented.	Copy work.
Paraphrase ideas of another person or use in text citations when appropriate.	Copy work.
Use resources to promote your own ideas.	Steal the ideas from resources and pass them off as your own.
When Collaborating	
Collaborate to meet a common assessment goal.	Let one person do all the work.
Share ideas during collaborative tasks.	Allow someone to copy their work even though the other person may change a few things.
Support classmates by asking questions and brainstorming ideas.	Give the answers.
When taking tests	
Look at their own paper.	Look at the papers of others.
Keep the content of the test to themselves after taking it.	Tell other students the questions and or answers on the test.
Use notes and electronics (calculators, phones, I-Pads, Kindles, etc.) approved by the teacher.	Use "cheat sheets" or devices that the teacher has not approved.
Projects	
Use authentic data or evidence.	Falsify or make up data or evidence.
Use assignments for only one class assessment or project.	Turn in the same project to multiple teachers for multiple assignments.

Teachers who promote academic honesty...

DO	DO NOT
Design inquiry-based assessment tasks that cannot be easily plagiarized. For Example, (Research the Holocaust and Design Oral Presentation.)	Design assessment tasks with simple answers that can easily be found on the internet. For example, (Write about the Holocaust.)
Design challenging tasks that go beyond factual answers.	Design tasks that are so challenging that students are tempted to use dishonest means to complete them.
Assign work that elicits an original response, thereby discouraging plagiarism.	Assign work where the answers can be directly Googled.
Teach how to properly cite all sources including photographs, websites, music, and literature and discuss where to cite depending on the types of assignments.	Give students research assignments without explaining how they would like the students to give credit to the original site and source.
Teach students how to reflect on what they have read and take appropriate notes by paraphrasing and writing down general statements from the text.	Allow students to copy and paste, highlight or copy down entire paragraphs.
Focus on helping students understand how to help peers on assignments without providing all the answers or allowing others to copy their work, depending on the subject area.	Focus on punishing students for helping others on assignments before teaching them.
Model academic honesty in their own resources and presentations.	Present the work of others as their own.
Supervise students during exams and tasks.	Provide undue assistance in the production of student work.
Keep exam papers and tests secure.	Leave exam papers out in the open.
Teach students the Academic Honesty Guidelines.	Let students think that academic honesty is just for the classroom.
Clearly state expectations for collaborative and individual work.	Allow students to be unaware of teacher expectations for work done collaboratively or individually.

Parents who promote academic honesty...

DO	DO NOT
Read and are aware of the Academic Honesty Policy.	Ignore that there is an Academic Honesty Policy.
Support and assist students at home.	Do the work for their students.
Help their students balance their school work load so they are ready for tasks and tests on the day they are due in order to help students resist temptations to be academically dishonest.	Excuse their students from school so they have more time to study or do a project.

Administrators who promote academic honesty...

DO	DO NOT
Make expectations clear for students, parents, and staff.	Just hope students will be academically honest.
Focus on teaching the skills for being academically honest rather than the consequences of dishonesty.	Warn students not to plagiarize.
Have an established progression of consequences when dishonesty occurs.	Use the harshest consequences for the first offenders.
Establish a school culture that actively encourages academic honesty.	Tolerate academic dishonesty.
Place the Academic Honesty Policy in the handbook and on the school's webpage.	Assume it is known by parents and students.
Inform staff and students through various media what constitutes malpractice and how it can be prevented.	Assume everyone knows the policy.

Consequences of Academic Dishonesty

According to Phillips Preparatory School Handbook, cheating on exams including all Mobile County School assessments, Alabama State Department assessments and any other mandated assessment will result in an automatic suspension. The number of days will be determined by an administrator.

The teachers and administrators at Phillips Preparatory School understand that students need guidance when it comes to being academically honest. Therefore, we will handle academic infractions on a case by case basis with the end goal being behavioral change. As concerns and issues arise, teachers will strive to define both the issue and the student's intent. Teachers and or administrators will then determine appropriate measures that must be taken. These may include the following:

- Communication with parents by email, letter, phone call
- Redoing the work that is affected by academic dishonesty
- Administering a lower or failing grade
- Receiving a zero for assignment
- Conference with administration, student, parent and or guardian
- Detention
- Saturday School
- Suspension

Works Cited

"Academic Honesty Policy." *McKinley Middle School*. Racine Unified School District, 2016.

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Bloomfield Hills Middle School, Dec. 2014. Web. 26 Feb. 2016.

Medeiros, Christine. "MYP Academic Honesty Policy." *Mountain Ridge Middle School*.

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