



Academic Honesty Policy

Philosophy

According to the IB, academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling, and taught skills (IBO, Academic Honesty, 2009) At Providence Hall we believe it is critical that all students within the school community acknowledge the contributions of others in the completion of work and that they do not misrepresent work as their own when it is not (Humanities Guide pg. 55). Teachers will not only teach academic honesty but will also model good practice. Administrators will support them in this effort. Parents also have a role to play by becoming informed of the expectations placed on students and supporting these practices. Students will apply the skills they are taught in classes and at home and are ultimately responsible for ensuring their work is their own. Together, all community members, working under the same understandings, will create an environment that promotes academic honesty. It is understood that this academic honesty policy is integrally related to and is a part of our policies with respect to use of technology and student use of electronic devices; this is reflected in the school's Acceptable Use Policy.

Definitions

The following definitions will be used when teaching academic honesty in the community as well as determining whether a student's work is actually their own. *Malpractice* is defined 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. Malpractice includes the following (General Regulations, ibo.org,2007) plagiarism, collusion, duplication of work, or any other behavior that gains an unfair advantage for a student or that affects the results of another student.

- *Plagiarism* is defined as a form of cheating when a student takes another person's work and tries to present it as their own. Examples of this include copying from a textbook or the Internet, including translation sites, without using quotations or the correct citation or turning in work done or heavily edited by tutors, parents, friends or siblings as your own. Students can avoid plagiarism by learning how to quote and cite sources correctly in their work. Information that is considered common knowledge does not need to be cited (i.e., Washington D.C. is the capital of the United States).
- *Collusion (cheating)* is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- *Duplication of work* is defined as the presentation of the same work for different assessment components and/or requirements.
- Any *Other* behavior that gains an unfair advantage for a student or that affects the results of another student. Including, but not limited to, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of



information from students about the content of an examination paper within 24 hours after a written examination.

Academic Honesty within the PYP, MYP and DP

Academic Honesty will be taught and applied in an age appropriate manner across the schools. Examples of ways academic honesty are taught at the different levels are:

Primary Years Program (PYP)

The Learner Profile and the attitudes are the basis for the development of academic integrity in our students.

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do their own work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.

Middle Years Program (MYP)

The MYP strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Because of these areas of focus in the MYP, students will often be working in collaboration with their peers and using sources from experts all over the world to respond to the MYP unit questions. Therefore, we expect students to meet the following expectations:

- Students are expected to work together, to recognize and encourage contributions of others in the group.
- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.
- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing and communication.
- Students will always appropriately give credit to any outside research used to inform their product.



Diploma Program (DP)

“The Diploma Program (DP) requires academic rigor and active involvement in all aspects of the curriculum. Behaving and learning in an ethical way means students will observe to following practices” (“Ethical Practice in the Diploma Program” 1). In the DP, students will work individually to complete DP required assessment tasks as well as in groups. In addition to the references to group work listed in the MYP Academic Honesty Policy, DP students are expected to meet the following expectations:

- Students are expected to complete all of the work submitted for assessment in the DP according to the DP Policies.
- Students know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.
- Students understand what constitutes plagiarism and ensure that their work is their own.

All students, regardless of their age or program, must also recognize that any behavior or activity that gives them unfair advantage goes against the school’s and IB’s philosophies. Activities like this may include, but are not limited to, the following:

Using an electronic device to store information to retrieve it during a testing situation

- Sharing an assignment with a peer when the assignment is an individual one
- Submitting an assignment for multiple purposes
- Deliberately missing an assessment without a valid excuse
- Students will abide by the conduct of DP examinations as published by the IB.

Consequences

If members of our community do not respect these academic honesty guidelines, the open communications policy and the procedures that support student expectations will be followed. Consequences for a diploma student who is found to have committed malpractice may include action by the International Baccalaureate Organization in accordance with its Academic Honesty publication.

Progressive Discipline for Cheating	Progressive Discipline for Plagiarism
1 st incident: <ul style="list-style-type: none"> • zero received on assignment/test • phone call to parents • discipline record in Skyward 	1 st incident: <ul style="list-style-type: none"> • zero received on assignment/test, with opportunity to redo the assignment • phone call to parents • discipline record in Skyward
2 nd incident: <ul style="list-style-type: none"> • zero received on assignment/test 	2 nd incident (in the same class) <ul style="list-style-type: none"> • zero received on assignment/test



<ul style="list-style-type: none"> meeting with parents, teacher and administration discipline record in Skyward possible suspension 	<ul style="list-style-type: none"> meeting with parents, teacher and administration discipline record in Skyward possible suspension
<p>3rd incident:</p> <ul style="list-style-type: none"> zero on the assignment/test meeting with parents, teacher and administration discipline record in Skyward suspension or expulsion hearing 	<p>3rd incident (in the same class)</p> <ul style="list-style-type: none"> zero received on assignment/ test meeting with parents, teacher and administration discipline record in Skyward suspension or expulsion hearing

It is the responsibility of all students who observe or know about any academic dishonesty taking place to take appropriate action and report this behavior to the teacher or an administrator. If a student has been proven to know about academic dishonesty and does not report it, they may be issued the same consequences as above. Teachers may skip levels at their discretion, with consultation from the administration, dependent on the situation.

Policy Use and Review

Providence Hall’s Academic Honesty policy is a working document that guides teacher practice and furthers student development as balanced, whole learners. It will be reviewed and revised yearly, or as necessary, by the school’s pedagogical leadership team (administrators, IB Coordinators, department heads and interested teachers).