

Pelham Middle School
Academic Honesty Policy

Philosophy

IB Learner Profile

The aim of all IB programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, which they will sustain throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Pelham Middle School Vision Statement

Pelham Middle School is a community for learners.

We believe that all learners need to be rigorously challenged; that all learners need to be empowered with both the basic skills and the critical thinking ability that will enable them to become productive contributing members of a racially and culturally diverse, yet increasingly interdependent, world.

We believe in the value of both individual effort and group cooperation.

We believe that our school needs to be a safe, caring place of learning; a place that recognizes the unique value of each person who studies or works in our midst.

We want to build and continually nurture a school climate that recognizes the importance of serious work and fun too; a school climate that delights in the wonder, energy, and excitement of students in the middle grades of their public education.

Pelham P.R.I.D.E.

Pelham P.R.I.D.E. is simply a collection of positive characteristics and behaviors that, we believe, will make our school an even better place for students to learn and grow into productive, happy young adults.

The acronym P.R.I.D.E. stands for a set of characteristics that all students should strive to meet. When students are prepared, respectful, involved and determined in all areas of school, the results are excellent!

Academic Honesty Policy Rationale

The purpose of the IB Programme in the Pelham Schools is to teach our students throughout their education to be lifelong learners who are honest, responsible members of

their local and global communities. This academic honesty policy strives to teach the students to conduct their work with the utmost integrity and to be principled in their learning. It also serves to teach students respect for others, while making sure that all students have the same opportunities to demonstrate the knowledge and skills they learn in the Pelham Schools. By promoting the traits set forth in the IB Learner Profile, as set forth above, we will assist students in creating a solid foundation for success throughout their lives.¹

The ease with which students can access information on the internet and “copy and paste” this material for use in class assignments, as well as students’ constant exposure to widespread appropriation of others’ work occurring online, has presented educators with new challenges. We recognize that these challenges must be met not merely by recognizing academic misconduct when it occurs and meting out appropriate consequences, but by providing students with explicit instruction in intellectual property, teaching students to value their own thoughts, celebrating originality, recognizing academic integrity as superior to ill-begotten achievement, and acknowledging that perfection is indicative of a lack of academic challenge and – conversely - mistakes are an essential part of the journey.

The purpose of this policy is to set forth the expectations and definitions of what is genuine, academically-honest work. All involved persons, from students to teachers, parents and administrators, will understand what is and is not acceptable, and will understand what they are required to do to uphold this policy.

What is Academic Honesty?

Academic honesty is an integral part of the educational process. Appropriate moral and ethical development must include students' placing a genuine value on honesty. In order to help students develop into principled young adults, our school strives to support an environment which promotes integrity and honesty. Students are expected to take responsibility for their actions and work. Academic honesty includes respecting the intellectual property of others as well as holding one's self to a standard that upholds principled behavior and authentic work.

Intellectual Property

Works of art, literature, music, and other forms of creative or intellectual expression that are not one’s own must be respected. Many times these ideas are protected by law through a wide range of intellectual property rights, such as patents, registered designs,

¹ Adapted from the United Nations International School and the Vanguard High School Academic Honesty Policies

trademarks, moral rights and copyrights. Students should attribute where ideas came from in a work, if they are not their own.

Authenticity

Following the IBO's statement: "An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged."²

Guidelines on Proper Citation of Sources

In order to prepare Pelham Middle School students for the requirements of high school and college, our teachers will help them develop foundational understanding and experience with the citation styles commonly used in the various disciplines. This includes MLA (which will be taught first and used in Language and Literature classes), Chicago/ Turabian (which will be used in Individuals and Societies classes), and APA (which will be used in Sciences classes). Pelham Middle School teachers, working together with our librarian, will provide explicit instruction and guidance in the use of these citation styles in preparation for students' work on research papers and other assignments.

Proper/Principled behavior

Students are expected to act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. Students should take responsibility for their own actions and the consequences that accompany them.

Examples of Academic Misconduct³

Cheating is a form of academic misconduct, which results in the misrepresentation of a student's ability and achievement. It includes but is not limited to:

- Copying (homework, quizzes, tests, projects, assignments, digital documents, etc.) from other students
- Duplication of work: the presentation of the same work for different assessment components and/or diploma requirements

² IBO: Academic Honesty, 2

³ Adapted from International Baccalaureate World School 0704 III Liceum Ogólnokształcące w Gdyni, Poland

- Giving or obtaining assistance on quizzes and tests (or attempting to do so), such as exchanging information about the content of an examination or test
- Using unauthorized help materials such as a cell phone, written notes, electronic translator, or any other device other than a permitted calculator
- Possession of test questions and/or answers in advance of or during a test without authorization
- Substituting for a test-taker or leaving to access unauthorized material during an examination
- Collusion with other students on tests, projects, assignments, etc.
- Plagiarism: the representation of the ideas or work of another person as the candidate's own
- Fabrication: making up statistics or facts to use in one's work
- Unauthorized or illegal use of computers

Details and Advice on Student Responsibilities

Students are encouraged to live lives based on honesty and integrity, by knowing who they are and what values they represent. Honesty, truthfulness and respect are virtues, and students must police themselves regarding these on a daily basis. It is expected that students practice authentic authorship and that they value and respect their own and others' intellectual property. Having personal integrity is an important quality that the Pelham community treasures.⁴

Student responsibilities include:

- Ensuring that all work submitted for assessment, whether for class work or IBO requirements, is the student's authentic work
- Accurately acknowledging all sources used through proper citations
- Restraining from any behavior that could be interpreted as malpractice
- Complying with all internal school deadlines.

Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. The same principle applies to collusion.⁵

Details and Advice on School Responsibilities

The IB Coordinator's Responsibilities

⁴ Adapted from the "Navajo Preparatory School"- New Mexico USA

⁵ Adapted from International Baccalaureate World School 0704 III Liceum Ogólnokształcące w Gdyni, Poland

The IB Coordinator's responsibility is to, through coordination of faculty and administrative efforts, ensure that all students understand what constitutes academic honesty, authentic work, and malpractice, that all students are offered clear guidance on the skills of academic writing and acknowledging sources, and that they are fully aware of the penalties for committing malpractice. He or she should also ensure that students and their legal guardians are provided with a copy of the school's Academic Honesty Policy.

Faculty Responsibility

The school's faculty is expected to work with students from the beginning of their participation in the MYP to develop shared understandings about cheating, plagiarism and other instances of academic dishonesty. Faculty should give students instructions for research paper writing methods and guidelines on reading and writing skills, good academic practice, and ways of locating, evaluating and using information effectively without committing malpractice. Teachers should create tasks that include stages where students are requested to document their research and include within their assignments methods to ensure that students provide evidence of the research process, such as an annotated bibliography.⁶

It is essential that our faculty teach students the difference between quotation and paraphrasing, model paraphrasing for students, and explain that paraphrasing – without proper citation – is still plagiarism. They should encourage students to view academic misconduct as not only stealing from another person, but also robbing themselves of a valuable educational opportunity.

Advice on Parent Responsibilities

- Encourage your child to plan each assignment so that he or she can meet deadlines with ease.
- Provide support with the scheduling of work, as your child may have many assignments to complete. Most students state that the reason they did not act honestly is related to a lack of time.
- Let your child do his or her own work, but show them how to research and plan their work when needed.
- Establish a good level of communication with the school so that you understand the requirements of the IB Program in the Pelham Schools and what is expected of students.

⁶ Adapted from International Baccalaureate World School 0704 III Liceum Ogólnokształcące w Gdyni, Poland

- If your child is having difficulty with his or her work, encourage your child to go to Academy Period, or see their counselor or another teacher for advice.
- Parents should discuss and reinforce the principles of Academic Honesty at home when needed.⁷

The Rights of the Student, if Suspected of a Breach of Academic Honesty

If a student is suspected of a breach of academic honesty, he or she has the right to discuss with a teacher, counselor or administrator in what ways his or her work appears to violate the Academic Honesty Policy. He or she should be given the opportunity to prove that the work is his or her authentic, independent work.

Procedures: Reporting, Recording and Monitoring

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning.

Practical steps taken in each case of misconduct may include the following:

- Investigation of misconduct
- Student conference with the teacher regarding the incident
- Referral of the infraction to the Assistant Principal or Principal
- Parent/guardian contacted by the teacher and/or Assistant Principal or Principal
- Conference with the student, parent/guardian, teacher and Assistant Principal or Principal
- Incident documented and included in the student's file and appropriate parties notified
- Further education⁸

Consequences of Academic Misconduct

Incidences of academic misconduct in the Pelham Schools are treated on a case-by-case basis. The school personnel may notify the student's parent/guardian and further disciplinary action could result, depending on the circumstances. Penalties for cheating will be determined by the teacher, and - based on the severity of the alleged incident - the Principal or Assistant Principal. In certain circumstances, students may be penalized with a failing grade for the assignment or assessment, the semester, or the year. In addition, a student may receive internal suspension. In severe cases, the student may be suspended from school.

⁷ Adapted from The International School of Copenhagen, Denmark

⁸ Adapted from: <http://www.unis.org> (United Nations International School)

In addition, in order to improve the student's understanding of Academic Honesty, the student may receive, in cases of plagiarism, additional instruction on the rationale behind conventions of scholarship and the necessity for absolute honesty in the presentation of written work. In cases of collusion, misconduct during exams or duplication of work, the student may receive additional support to address learning (i.e., study habits, time management) or issues that may have disrupted preparation.⁹

Review of Policy

After the first year of implementation, the IB Steering Committee will revisit the Academic Honesty policy to ensure that it effectively meets the criteria and philosophy of an IB MYP school as well as the needs of our school and community. After that first year, teachers, principals, students, and other stakeholders may meet to review the policy as necessary. We will strive to maintain an open dialogue on Academic Honesty throughout the Pelham Schools.

⁹ Adapted from: <http://www.unis.org> (United Nations International School)