Liberty Point International School
Candidate School
International Baccalaureate Middle Years Program

Academic Honesty Policy

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I. Purpose and beliefs

A. Purpose of the assessment policy
Liberty Point International School (LPI) places a high level of importance on academic honesty. Consistent with the standards of the International Baccalaureate Organization, this document provides an overview of the expectations and practices regarding academic honest.

B. Philosophy
According to the International Baccalaureate Organization, academic honest 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). Students at Liberty Point International School are expected to strive to develop the attributes of the IB Learner Profile that are embedded throughout the curriculum and in the school's daily life. Therefore, the IB Learner Profile is the cornerstone to the school's academic honesty policy. In developing Liberty Point International School's academic honesty policy we encourage our students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research
- Knowledgeable – who explore concepts, ideas, and issues
- Principled – who act with integrity and honesty, take responsibility for their own actions
- Open-minded – who are accustomed to seeking and evaluating a range of points of view
- Risk takers – who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behavior which support good practices to be found in the classroom, and used for homework. Good practices will be introduced, modeled and used throughout the school.

Leadership in rigorous education
LPI students are given rigorous assessment tasks to complete. These academic challenges are to be accomplished honestly, ensuring that the work is the student's own and that proper credit is given to sources used. However, it is not enough to simply establish these expectations; as leaders we must set an example and offer guidance. Therefore, it is the responsibility of the LPI staff to teach students the importance of, and skills related to, properly using sources and appropriately acknowledging sources.

Intercultural understanding and respect
Principled students act with honesty, fairness, and justice to ahold the academic honest policy. They respect the rights and intellectual property of others by completing their own work and giving appropriate credit. Students learn to take responsibility for their academic actions and the consequences of those actions, even if the offense is unintentional.

II. Defining Concepts

A. Academic Honesty
Academic honesty is defined as a set of intrinsic values that promote the learner profile trait of principled, as wells as integrity in teaching, learning, and assessment. Furthermore, LPI expects that students respect others' intellectual property, and submit work that is of their own creation. If LPI students want to use the ideas of others in their work, they are expected to cite them appropriately, using Modern Language Association (MLA) format.

B. Accomplice to cheating
At LPI, accomplice to cheating is defined as behavior that provides another student with help in cheating. This help includes:
- Giving intellectual property (their own or others) to a student with intent to cheat
- Providing information on how to obtain another student's intellectual property
- Providing information on how to obtain assessment task (prior to examination)
- Forging documents for another student
- Helping copy documents for another student
- Providing unauthorized notes to another student during an assessment

C. Authentic Authorship
Authentic authorship is defined as a student's piece of work based on his/her "individual and original ideas with the ideas and work of others fully acknowledged" It is important to note that students may use resources that support their ideas, but they must also cite the source.

D. Cheating
Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes:
- Copying another student's work (with or without their knowledge)
- Copying assessment tasks
- Forgery
- Using unauthorized notes during an assessment

E. Collaboration

Collaboration is a necessary 21st century skill. Therefore, LPI desires that all of your students learn to collaborate ethically on intellectual projects. However, students must understand the difference between honest collaboration and dishonest collaboration. Collaboration is defined as cooperative work with other students on intellectual tasks. In collaborative work, students are assigned individual responsibilities to create interdependence and group accountability. Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration. Any behavior during collaboration that falls under the definition of cheating or accomplice to cheating with be handled as such.

F. Duplication

Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas (unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task) Also, a student cannot use a summative task that he/she completed for Individuals and Societies Year 4 for a task in Individuals and Societies Year 5, even if the task is similar. Therefore, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic careers.

G. Intellectual Property

Intellectual property is defined as ideas or work of another person, including professionals and students.

H. Malpractice

Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, and accomplice to cheating.

I. Paraphrasing

Paraphrasing is defined as "using words, ideas, or products, which belong to another person or source, without giving credit to the source, from which it was taken" (Carroll, 3). Plagiarism can occur when a person tries to represent another person's work as their won in order to obtain some benefit, credit, or gain. However, plagiarism can also occur unintentionally if a person does not acknowledge the work of others that helped him/her to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

III. Roles of stakeholders

The education of students is a collaborative effort, in which all stakeholders play an important role. Therefore, each member of this collaborative team has duties to uphold.

A. The role of the Leadership team

1. Education

Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the Dean of Students. In this meeting, expectations regarding academic honesty are clarified for the student. The Dean of Students ensures that the student:

- Understands what constitutes academic honesty, an authentic piece of work, and intellectual property
- Receives guidance on how to acknowledge sources
- Understanding what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- Knows and understands LPI's Academic Honest Policy

2. Delivery of Consequence

Students will receive a "zero" or "no credit" for an assignment attempted or completed through cheating. At the discretion of the teacher, the student may be required to complete the assignment (or an equivalent) for reduced credit. Depending on the student's history of misconduct, its intent, or its severity, other action may be taken. Students may have the opportunity to redo the formative or summative assessment at the teacher's discretion. However, a student may only receive half credit and the assessment may be different from the original.

B. The Role of the Teacher

1. Awareness

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assigned summative task. Needed skills may include, but are not limited to:

- Conducting research
- Writing academically so as to fulfill the expectations of authentic authorship
- Acknowledge sources through the use of citations
- Working collaboratively
- Establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadline

These skills can be promoted in a variety of ways, including, but not limited to:

- Direct instruction of research steps and citations procedures
- Thorough assessment explanations including preferred citation formats
- Informal reminders

- List of conventions for acknowledge sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used

2. Following Policy

Teachers are expected to uphold this policy, and report incidents of academic dishonesty whether detected or suspected. Suspicion of malpractice without sufficient evidence does require careful consideration.

In addition to supporting student practices related to academic honesty, teachers should model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

C. The Role of the Student

1. Giving Credit

Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged. Even if the intellectual property is summarized or paraphrased, it requires proper MLA citations. Parenthetical citations should be used in all essays, and works cited page is required for multi-source research and/or analytical writing.

2. Clarification

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding PSA's academic honesty expectations. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

3. Principled Action

a. Reporting

Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidences are maintaining LPI's policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

b. Accepting consequences

Students "must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills". It is our hope to avoid situations of

malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

IV. Policy Creation Process

The Academic Honesty Policy was created by the MYP leadership team which consisted of the MYP Coordinator, Head of School, Literacy Coordinator, Special Needs Coordinator, one mathematics teacher, and one physical and health education teacher. The work of the leadership team was informed by publications from the IBO, as well as Academic Honesty Policies from IB World Schools.

V. Review Process

At the beginning of every year the MYP Leadership team is assembled to perform a complete examination of the Academic Honesty Policy. The team will include but is not limited to, a representative from different subject area teachers, the IB MYP Coordinator and Head of School. The purpose of the committee will be to study the current document to ensure its accuracy toward meeting LPI and IB MYP standards.

Appendix A: Citation sources

Below is a list of free citation sources to help students accurately acknowledge the intellectual property of others using MLA format.

Citation Machine
http://citationmachine.net

Easy Bib
http://www.easybib.com

Works Cited4U
http://www.workscited4u.com

Appendix B: Standards and Practices

IB MYP Standard		Page(s) and section(s) in which the standard is addressed in LPI's Academic Honesty Policy
A.5	The school promotes responsible action within and beyond the school community.	Role of the Student ……pg 7 Principled Action……….pg. 7
B1.5d	The school has developed and implements an academic honesty policy that is consistent with IB expectations	Whole document
C3.4	Teaching and learning promotes the understanding and practice of academic honesty	Role of the leadership team……..6 Role of the teacher……………….6 Role of the student ………………7
C3.16	Teaching and learning develops the IB learner profile attributes	Purpose and beliefs………………2 Role of the student…………………..7

Liberty Point International School is a candidate school* for the Middle Years Program. This school is pursuing authorization as a IB World School. IB World Schools share a common philosophy – a commitment to high quality, challenging, international education – that we believe is important for our students.

*Only school authorized by the IB Organization can offer any of its three academic programs: the Primary Years Program (PYP), the Middle Years Program (MYP), or the Diploma Program (DP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programs please visit http://www.ibo.org