

Flathead High School Academic Honesty Policy

Philosophy

By coming to [Flathead High School], you have implicitly asked the school to help you develop a broadly based, highly disciplined intelligence; you've asked not just to learn material, but also to be guided toward a deep and supple understanding of the subjects you study. Course readings, lectures, and discussions are all crucial elements of this learning. Less obvious, perhaps, is what your own writing contributes to this process. It may sometimes seem that exams, lab reports, and papers are meant primarily to measure how much you've learned. **But when you complete written course work, you are not demonstrating what you've learned, but are rather doing the very work of synthesis and reflection that constitutes advanced learning.** Every writer has had the experience of making discoveries while writing an essay. To have this discovery is to make knowledge, and making knowledge is what joins you to the project of the [school]. **Students who cheat forfeit the opportunity to make such discoveries.**

Quoted from the Yale College Undergraduate Regulations 2008-2009 www.yale.edu/yalecollege/publications/uregs/appendix/cheating.html
Emphasis added by FHS.

What is Academic Honesty?

An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. Academic honesty: guidance for schools. 2003. Geneva. IBO.

What is Academic Dishonesty?

- **Plagiarism:** “[. . .] the representation of the ideas or work of another person as the candidate's own.” Academic honesty: guidance for schools. 2003. Geneva. IBO.
- **Collusion:** “[. . .] supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.” Academic honesty: guidance for schools. 2003. Geneva. IBO.
- **Duplication of Work:** “[. . .] the presentation of the same work for different assessment components and/or diploma requirements. Academic honesty: guidance for schools. 2003. Geneva. IBO.
- **“Any other [behavior] that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).”** Academic honesty: guidance for schools. 2003. Geneva. IBO.
- **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication:** Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Academic dishonesty includes but is not limited to the following examples.

- Copying someone else's work, such as an assignment, quiz, or test, and submitting it as your work
- Allowing another student to copy your work or giving test information/answers to students in other sections of the same class
- Utilizing aids such as notes or crib sheet to assist in completion of a quiz or test when such aides are not authorized by the teacher and looking on someone's paper or using a “cheat sheet” while taking a test
- Copying source material or not crediting sources in an attempt to present another's work as your own or putting a source's text into one's own words (paraphrasing) and not citing the source
- Turning in a research paper that you bought from a service or received from some other source,
- Submitting your same work more than once for credit without the teacher's permission
- Using memory calculators with stored exam information while taking a test
- Making up data on a lab assignment or making up a source to use as a citation in a paper, using internet or electronic translators without the permission of the teacher

Academic Dishonesty on Classroom Assessments

Level One Offense: Improper citation of sources or other examples of plagiarism or other malpractice that could be unintentional.

- The teacher will conference with the student. This is the student's opportunity to learn from the mistake so that it can be avoided in the future.
- The student may be allowed to rewrite the assignment or complete an alternative assignment within the time parameters set by the teacher and will receive a reduced or a late grade on the assignment.
- The student will receive a failing grade on the assignment if he/she does not rewrite the assignment.

Level Two Offense: This is a deliberate exchange of information between students or flagrant copying of work from another student or another source. This includes but is not limited to any kind of cheating on exams, copying student work on homework or on exams, allowing someone to copy your work on homework or exams, intentional plagiarism, repeated plagiarism, fabrication of data, and multiple level one offenses.

- The teacher will conference with the student and the parent and may invite the IB coordinator and the administration to join as well.
- The student will receive a failing grade on the assignment. The student is still responsible for the content and the teacher may require an alternative assessment.
- The teacher will write a discipline referral to the administration.

Level Three Offense: This is repeated and chronic malpractice and will be handled by the administration. Consequences could include, but are not limited to, a zero on the assignment or removal from the class with a semester "F".

Academic Dishonesty on IB Assessments (Those that will be scored or moderated by an external IB examiner)

If the malpractice is discovered before the student and teacher have signed the cover sheet:

- The student will receive a failing grade on the assignment in the classroom grade book.
- The student must rewrite the assignment when possible, allowing time for the teacher to score and submit the work before the coordinator's final submission deadline.
- A student who does not rewrite the assignment will receive an F for the IB score.
- The teacher will conference with the student and parent and may ask the coordinator and administrator to join as well.

If the malpractice is discovered after the coversheet has been signed and before the coordinator has mailed the assessment:

- The student will receive a failing grade on the assignment in the classroom grade book.
- The student will receive an F for the IB score. "If it is apparent that the candidate's draft work may not be entirely authentic, it is not appropriate to allow the candidate to submit the same work with a signed coversheet with the expectation that the situation will then be resolved by the IB [organization]." IB Handbook A8.5.1
- The teacher will conference with the student and parent and may ask the coordinator and administrator to join as well.

If the malpractice is discovered after the coordinator has mailed the assessment or during an IB exam:

- The student will receive a failing grade on the assignment in the classroom grade book where applicable.
- The coordinator must notify IB and an investigation will be conducted by IB staff.
- The teacher will conference with the student and parent and may ask the coordinator and administrator to join as well.

Roles and Responsibilities

Administrators/IB Coordinator

- Understand and communicate what constitutes academic honesty and an authentic piece of work.
- Know and enforce the Flathead High School Academic Honesty Policy as well as the IB Academic Honesty Policy.
- Establish a school culture that actively encourages academic honesty.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Understand additional responsibilities in the event of a candidate being investigated for malpractice.

Teachers

- Enforce the Flathead High School Academic Honesty Policy.
- Provide instruction and scaffolding necessary for students to use ethical research practices including opportunities for feedback via the drafting process.
- Provide students with consistent advice on good academic practice whenever necessary including clear guidelines on academic writing and referencing styles required in each subject.
- Confirm, to the best of his or her knowledge, all students' work accepted or submitted for assessment is the authentic work of the student.
- Provide clear information and guidelines on assessment requirements and group work, and the level of collaboration involved especially concerning aspects involving individual and/or collective course work and assessment.

Students

- Are responsible for complying with the Flathead High School Academic Honesty Policy.
- Seek clarity from teachers during the assignment process and regarding any aspect of Academic Honesty guidelines.
- Have ultimate responsibility for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

Adapted from the Queensland Academy for Creative Industries Academic Honesty Policy 2007

Declaration

I confirm that I have read, understand and agree to abide by the Flathead High School Academic Honesty Policy.

Student Name:

Signature: Date:

Parent or Guardian Name:

Signature: Date: