



# Rogers International School

## Academic Honesty Policy

Updated, February 2023

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, government and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IBO, 2018

Imbedded within the IB Mission Statement are the learner profile attributes, which direct all teaching, learning and living within an IB community. The IB learner profile attribute which directly connects to academic honesty is principled. Being principled, as defined by the IB is, “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. [It is] taking responsibility for actions and their consequences.” (IBO, 2018)

As such, “Academic honesty must be seen as a set of values and skills that promote integrity and good teaching, learning and assessment.” (MYP: From Principles to Practice, pg. 77) which connects it to the IB learner profile of being principled.

At RIS, we believe that we should treat the ideas of others with respect. With this in mind, all teaching and learning emphasizes how one can show their individual thoughts, opinions and ideas while honestly incorporating and building on the ideas of others. The focus of the RIS Academic Honesty Policy is on the positive, emphasizing *how* to show academic honesty. The IB Approaches to Learning will also play an important part in positively teaching academic honesty. In addition, the concept of ownership within student agency will enhance this policy. This document will outline what academic honesty means for the RIS students, staff, parents and community within our K-8 school.

As the IB learner profile is at the heart of all of the programmes, it is used to identify the expectations and responsibilities with regard to providing authentic work within the RIS Academic Honesty Policy below:

- **Inquirers**-We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
  - As inquiry and research skills are developed, the appropriate ways of paraphrasing, and using of quotation marks and indentations to indicate that the wording is from another is vital to academic honesty.
    - When paraphrasing, one restates the text in a different form or to simplify/clarify the meaning.
    - “The primary function of quotation marks (or indentations) is to set off and represent exact language (either spoken or written) that has come from somebody else. The quotation mark is also used to designate speech acts in fiction and sometimes poetry. Since you will most often use them when working with outside sources, successful use of quotation marks is a practical defense against accidental plagiarism and an excellent practice in academic honesty.” ([www.owl.purdue.edu](http://www.owl.purdue.edu))
  
- **Knowledgeable**-We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
  - Intellectual property is the work or ideas of an individual or group. There are many different forms of intellectual property, including: patents, trademarks and copyrights. These protect an individual’s or group’s original work from being used without permission and/or citing.
  
- **Thinkers**-We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
  - Collaboration vs. Collusion
    - Collaboration is actively working together to produce or create something that is a combination of all of those involved thoughts. When collaborating, there is a common aim and submission is done as a group where all participants are all recognized and assessed equally.
    - Collusion is when a student presents work as their own, in whole or part, when collaboration is unauthorized or inappropriate. This may look like a student plagiarizing work that is supposed to be individual; students working together without approval or impersonating another student on any assessment. Collusion is not acceptable.

- **Communicators**-We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals.
  - When creating an authentic piece of work, students communicate their own individual and unique ideas and with the appropriate citations for the work of others. Students communicate with their own voice, expression and ideas.
  
- **Principled**-We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
  - Sources are cited and credit is given when using, for example: words, ideas, images within, among others, books, magazines, songs, websites, art, movies, reference books, poems, manuscripts and intellectual content.
  - RIS uses the Modern Language Association (MLA) formats.
  - RIS encourages students to use media available under the Creative Common License.
  
- **Open-Minded**-We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of views, and we are willing to grow from the experience. In addition, students frequently use primary and secondary resources in order to support their points of view.
  - “Using the words and ideas of another person to support one’s arguments is a fundamental part of any academic endeavor, and how to integrate these words and ideas with one’s own is an important skill that should explicitly taught.”  
(MYP: From Principles into Practice, pg. 78)
  
- **Caring**-We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
  - Above all, respect honesty in all work...one’s own and others.
  
- **Risk-Takers**-We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
  - What is academic honesty?
    - Being responsible for one’s own work
    - Following guidelines for individual/group work
    - Using the PYP Key Concept of “Responsibility” to decide what needs to be cited.
    - Exploring new ideas with personal honesty and integrity
    - Using information ethically in the action cycle, the design cycle, research and the inquiry cycle.
    - The RIS makerspace has helped students see that failure is acceptable and expected, as long as there is a willingness to try to improve and adjust as they work.

- **Balanced**-We understand the importance of balancing different aspects of our lives-intellectual, physical and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
  - When planning for research or nightly homework, using the Approaches to Learning to organize time and ideas so that the theories and practices of academic honesty can be more easily upheld.
    - IB Approaches to learning (ATL)
      - Communication
        - Communication Skills: Exchanging thoughts, messages and information effectively through interaction; reading, writing and using language to gather and communicate information
      - Social
        - Collaboration Skills: Working effectively with others
      - Self-management
        - Organizational Skills: Managing time and tasks effectively
          - Explicitly teaching students how to use a planner/agenda has helped them to take ownership of their work and being planning in advance for certain tasks.
        - Affective Skills: Managing state of mind
        - Reflection Skills: (Re)considering the process of learning choosing and using ATL skills
      - Research
        - Information Literacy Skills: finding, interpreting, judging and creating information
        - Media Literacy Skills: Interacting with media to use and create ideas and information. This is done through the units of inquiry and units of work. A concerted effort at the beginning of the school year has focused on gaining a better understanding of the digital world. Appropriate use of technology and computer literacy helps support students when they create ideas and information online.
      - Thinking
        - Critical-thinking skills: Analyzing and evaluating issues and ideas
        - Creative-thinking skills: Generating novel ideas and considering new perspectives
        - Transfer skills: Using skills and knowledge in multiple context

- **Reflective**-We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
  - When creating and submitting a product, it is important to reflect on the concept of plagiarism and if it occurs.
    - Plagiarism is representing another person's ideas, thoughts, words, etc. as ones' own. It can look like the following:
      - turning in someone else's work as your own
      - copying words or ideas from someone else without giving credit
      - failing to put a quotation in quotation marks
      - giving incorrect information about the source of a quotation
      - changing words but copying the sentence structure of a source without giving credit
      - copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- ChatGPT and other AI resources need to be researched more fully with their impact on plagiarism.
 

[www.plagiarism.org](http://www.plagiarism.org))

### **Roles of Stakeholders**

All stakeholders are responsible for ensuring academic honesty at RIS. Each member of the team is accountable for upholding this policy with integrity as well as using the policy for positive, teaching moments so that all know what *to do* to maintain academic honesty. The concept of agency-voice, choice and ownership-with be supported within the academic honesty policy allowing for all stakeholders to be integral to its success.

### **Roles of RIS staff**

It is the responsibility of all staff members to teach and reinforce the academic honesty policy in all subject area groups. Within the PYP (K-4) at RIS, introductory lessons will be taught in media classes and reinforced within the units of inquiry. Within the MYP (5-8) at RIS, lessons will be interdisciplinary taught in language and literature and individuals and societies. The purpose will be to explain the importance of academic honesty. Throughout the year, subject area groups will review the policy as needed such as when the students are conducting research. It is also important to note that the academic honesty policy will be continually reinforced in the Design courses as students learn how to be digital citizens.

Resources will be readily available for all. MLA formatting will be used throughout the school. All staff are expected to follow the citation guidelines according to their IB subject area and/or grade.

Specifically, the IB Coordinators will ensure the RIS Community, including parents and community members, are aware of and understand the RIS Academic Honesty Policy. The Policy will be placed on the school's website and social media accounts. In addition, information sessions to explain the policy will be held for parents.

## **Roles of the RIS student**

It is the student's responsibility to produce and submit assignments that represent his/her own work. When the ideas of others are included, this information must be properly cited using a style and format appropriate. Students in the MYP will submit written work through *Google Classroom*, as and when directed by the teacher, to help ensure that their work is not in violation of the RIS Academic Honesty Policy.

Students are accountable for understanding the RIS Academic Honesty Policy and for asking clarifying questions at any time. At the beginning of the school year, students will complete the Student and Parent/Guardian Academic Honesty Policy signature page with his/her parents and return it. If the RIS Academic Honesty Policy is violated, learners will take responsibility for their actions.

## **Roles of the Parents/Guardians**

Parents and guardians will support Rogers International School's Academic Honesty Policy. At the beginning of the school year, the parent/guardian will complete the Student and Parent/Guardian RIS Academic Honesty Policy signature page with their student. Parents/Guardians will come to requested meetings to discuss the academic honesty of their students, along with remaining open to communication from the school regarding this policy. Parents/Guardians will assist their students in understanding the expectations regarding all forms of academic honesty.

## **Examples of Conventions for Citing and Acknowledging Original Authorship using MLA**

All RIS MYP learners will use Modern Language Association (MLA) to cite information from other sources in their writing for 0-3. MLA is a type of citation format that is used to document sources that are utilized for academic writing. It consists of both in-text citations and a works cited page. MLA citation teaching and learning will be incorporated within language and literature and individuals and societies.

## **Websites for MLA Support**

<https://owl.english.purdue.edu/owl/resource/747/01/>

## **Consequences for Violations of the RIS Academic Honesty Policy**

**Level One:** violations include (but are not limited to):

- Copying another's assignment

- Sharing an assignment with another student
- Working with others on an assignment that was meant to be done by individuals
- Taking information that is not properly cited

**Level One consequences:**

- A warning and review of the policy
- Redo the assignment, with points deducted at the teacher's discretion
- Parent notification
- A record of the incident will be documented and shared with the student's teachers

***Additional Level One violations may result in further disciplinary actions.***

**Level Two:** violations include, (but are not limited to):

- Inappropriately sharing any assessment (or part thereof) with another student
- Submitting work that has been developed by another as your own
- Committing academic dishonesty on any assessment
- Using physical or electronic methods of receiving or giving questions or answers on an assessment.
- Ignoring the Acceptable Use Policy of the Stamford Public Schools, in particular rights and responsibilities #8 regarding copyright laws

**Level Two Consequences:**

- Reteaching of the policy
- Written reflection on academic honesty
- Parent notification and meeting
- A record of the incident will be included in the student's file
- Revoking of technology privileges, as per the AUP

***Additional Level Two violations may result in further disciplinary actions.***

**Level Three:** violations include [but are not limited to]:

- Stealing, accessing, or improperly possessing any examinations or other assessments, either physically or electronically
- Committing academic dishonesty on any summative assessment, midterm or final examination

**Level Three Consequences:**

- Reteaching of the policy
- A zero on the assessment
- Students who commit academic dishonesty on summative assessments will not be allowed to participate in schoolwide activities

- Parent meeting with administration present
- A record of the incident will be included in the student's file

### **Process at Rogers International School**

When a teacher has reason to believe that the RIS Academic Honesty Policy has been violated, the following steps will be taken:

- The teacher will investigate the matter with the student(s) involved.
- The parent will be notified.
- As necessary, the teacher will share the outcome of his/her investigation to the principal.
- Consequences will be applied according to the level.

### **Revision of this policy:**

The RIS Academic Honesty Policy will be reviewed annually, at the end of each school year. Involved in the review will be staff members from the PYP and MYP as well as students to encourage student agency. Recommended revisions will be shared with the school's leadership team and be made accordingly. The revisions will be shared with the staff, students and community.

### **References:**

*Plagiarism.org*, Turnitin, LLC, 2017.

*The Purdue OWL*. Purdue U Writing Lab, 2016.

The International Baccalaureate Organization. "MYP: From Principles into Practice." 2014.

The International Baccalaureate Organization. "Academic honesty in the IB educational context." 2014.

# Rogers International School Academic Honesty Policy

My signature below indicates that I have read, understand and agree with the RIS Academic Honesty Policy as well as the consequences detailed. I will abide by the RIS Academic Honesty Policy and support its implementation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

