

Somers Middle School

Academic Integrity and Honesty Policy

"Somers Middle School is committed to meaningful growth, learning, and the social emotional well-being of our students. We strive to integrate the MYP framework, concepts and skills to nurture life-long learning and global awareness. We aim to engage students with a focus on reflection, open-mindedness and inquiry."

Statement of Philosophy

Mission:

It is the expectation that all SMS students display academic honesty by giving credit to others for their work. It is crucial that all students are principled and follow the guidelines listed below. In education, we are continually studying the ideas of others. It is important, in our speaking and writing, that we acknowledge these ideas and give credit where it is due. Teaching and learning promotes the understanding and practice of academic honesty.

Vision:

Somers Middle School strives to be a school that develops and empowers future innovators and leaders, who are principled in their approach to work. We see ourselves as life-long learners, while cultivating a joy of learning in both students and teachers. We aim to create an environment that offers rich educational experiences, and intrinsically motivates respect for the learning community.

Values:

We value the **IB Learner Profile Attributes** and how they are upheld by academic integrity and fidelity.

- Principled: give credit and cite sources when using primary or secondary sources, such as words, phrases, share ideas, and/or images; teach and use MLA format to site sources
- Risk-taker: choose to always do authentic work and report any misconduct
- Thinker: consider how to convey information in a way that is authentic and original
- Inquirer: ask for clarification when necessary
- Open-minded: consider how information can be applied and used
- Communicator: use personal voice and words by paraphrasing
- Balanced: manage time, so work is finished by deadlines, therefore reducing the temptation to cheat
- Caring: respect other's work and ideas by giving proper credit

- Reflective: consider the benefits of being honest and turning in authentic work
- Knowledgeable: understand the use of subject specific citation formats

Teaching and Learning of Academic Honesty

It is the responsibility of all staff members to teach and to model the academic honesty policy in all subject area groups.

- School library media specialist will be an integral part of research projects, which include lessons on academic honesty and the research process (examples: how to find a credible source, citing sources, plagiarism vs. paraphrasing, notetaking), MLA format
- Academic Honesty policy will be presented each school year and direct instruction given to students in small groups during Advisory at the beginning of the academic year
- Policy will continually be reinforced throughout the year with Digital Citizenship lessons implemented during Advisory
- Policy will be part of the Parent/Student Handbook and available on school webpage

Defining Concepts

Academic misconduct includes, but is not limited to: plagiarism, collusion, duplication of work, or any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating inauthentic reflections).

Concept	Definition
<p>Collaboration Vs. Collusion</p>	<p>Facilitated collaboration is <i>acceptable and encouraged</i>. Multiple students actively engaging during the course and creation of a product per the assignment guidelines</p> <ul style="list-style-type: none"> • working with others towards the same goal with the intentional sharing of ideas through teacher-sanctioned groups • legitimate and permissible when permitted by the teacher. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task <p>Collusion is <i>unacceptable</i>. Collusion is when students present work as their own that is, in whole or in part, the result of</p> <ul style="list-style-type: none"> • unauthorized collaboration • plagiarism due to inappropriate collaboration during work that is designed to be completed individually • working with others without permission or is the product of two or more students working together without official approval • impersonating another student on any academic task

Authentic Authorship	Authentic authorship is the creation of work based on one's own ideas with the ideas and words of others given appropriate credit. It is important to note that students may use resources that support their ideas in authentic authorship, but if they do so, "they must acknowledge the source(s) using a standard style of referencing in a consistent manner." This can be done through a Works Cited or Bibliography.
Plagiarism	Plagiarism includes any use of another individual's words or ideas without giving appropriate credit in an approved citation format.
Cheating	Cheating is when a student makes a deliberate choice to gain an unfair advantage. Cheating includes, but is not limited to, copying another student's work (with or without their knowledge), copying assessment tasks, forgery, and using unauthorized resources during an assessment.
Duplication	Duplication is the submission of the same work for different assessment or curriculum components without an instructor's direct permission, across disciplines or over time. All work should be original unless discussed with the instructor in advance.
Fabrication	Making up data or results and recording or reporting them; submitting fabricated documents.
Falsification	Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.
Intellectual Property	Intellectual property refers to the ideas or work of an individual or group, including professionals and students.

Procedures for Academic Dishonesty

First Incident	Second Incident	Third Incident
<ul style="list-style-type: none"> • Student completes work again • MYP Coordinator informed and will meet with the student to give student guidance on academic honesty and how to put into practice. • Parents informed by a school. <p>Consequences for a level-one offense include, but are not limited to the following:</p> <ul style="list-style-type: none"> ➤ Verbal reprimand or warning ➤ Confiscation of inappropriate objects ➤ Conference (with student, teacher, parent, and/or team) 	<ul style="list-style-type: none"> • Work receives no grade. • MYP Coordinator informed. • Student signs formal letter of commitment about future conduct. • Review of student reflection from first incident • Parents informed by a school. <p>Consequences for a level-two offense include, but are not limited to the following:</p> <ul style="list-style-type: none"> ➤ Temporary removal of privileges ➤ Conference (with student, teacher, parent, and/or team) 	<ul style="list-style-type: none"> • Student completes work that is not factored into trimester grade. • MYP Coordinator informed. • Parents invited to school to meet with administration. • Suspension <p>Consequences for a level-three offense include, but are not limited to the following:</p> <ul style="list-style-type: none"> ➤ Removal from class trips ➤ In-school or out-of-school suspension

<ul style="list-style-type: none"> ➤ Student will write a reflection ➤ Lunch detention or after-school detention 	<ul style="list-style-type: none"> ➤ After-school detention ➤ In-school suspension 	<ul style="list-style-type: none"> ➤ Referral to principal for further action, suspension of privileges ➤ Superintendent's Hearing
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Review of Policy:

The team of policy writers will meet annually to reflect, revise and update the policy as needed. All staff have reviewed the policy and have agreed to uphold its implementation in the school.

References:

"Handbook of Procedures for the Middle Years Programme: Assessment 2017." Handbook of Procedures for the Middle Years Programme: Assessment 2017

"MYP: From Principles into Practice." MYP: From Principles into Practice,

Policy Writers:

Jenna Schettino- MYP Coordinator; Individuals and Societies Teacher

Jeff Getman- Principal

Jennifer Mangone- Assistant Principal

Jesse Arnett- Dean of Students; Health Teacher

Megan O'Connor- Library Media Specialist

Laura Pandolas- Mathematics Teacher

Monica Manko- Science Teacher

Matt Lugo- Design Teacher

Deborah Kilmer- Individuals and Societies Teacher

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