Roton Middle School Academic Integrity Philosophy

IB Assessment Committee:

Edward Singleton, Principal/Head of School

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- Dean of Students: Ricquel Pratt
- Parent representation: Kara Bonitatibus, Co-Chair of RMS SGC

Purpose

The purpose of the **Roton Middle School Academic Integrity philosophy** is to ensure that students embody the IB Learner Profile attribute of being "principled" by fostering integrity, honesty, and ethical behavior in their academic pursuits. This philosophy seeks to establish a culture of academic honesty through proactive education and clear expectations, ensuring students understand and adhere to the principles of authentic and original work while respecting the intellectual property of others.

Roton Middle School and the IB Mission

The International Baccalaureate® (IB) 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, governments, 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.

The **Roton Middle School Academic Integrity philosophy** aligns with the **IB Mission** by emphasizing the shared values of honesty, integrity, and respect for others. Both the philosophy and the mission promote the development of principled, compassionate, and lifelong learners who act ethically in their academic and personal endeavors. Here's how the two are interconnected.

The **Roton Middle School Academic Integrity philosophy** serves as a practical extension of the **IB Mission**, operationalizing its values by embedding principles of honesty, integrity, and ethical behavior into the academic framework. This alignment ensures that students not only achieve academic excellence but also develop into responsible, compassionate, and principled individuals who can contribute positively to a diverse and interconnected world.

Roton Middle School philosophy

Roton Middle School encourages all students to demonstrate the attributes of the IB Learner profile. Academic honesty is part of being "principled," a learner profile attribute where learners strive to "act with integrity and honesty" as we question, inquire and act (IB learner profile in review: Report and recommendation, 2013, p. 21). The faculty and staff of RMS are dedicated to ensuring all students develop personal integrity throughout their time at the school and believe preventing academic misconduct requires a proactive approach through teaching and reinforcing the concepts of academic integrity. All students are expected to complete their own, original, authentic work free from academic misconduct when working dependently or collaboratively.

The objectives of this philosophy are to:

- Define academic honesty and misconduct in the context of the MYP.
- Define roles and responsibilities for the Head of School (principal), teachers, media specialist, students, and parents in preventing and stopping misconduct.
- Provide guidelines to prevent misconduct by students.
- Explain consequences established by the school to students found guilty of misconduct.

"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 candidate'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" (Academic honesty, 2011, p. 2).

Defining Concepts

"The IB defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components" (FPIP, 2014, p. 38). Academic misconduct includes, but is not limited to, plagiarism, collusion, duplication of work, fabrication, falsification, or any other behavior that gives unfair advantage to a student or that affects the results of another student (i.e. cheating, misconduct during an assessment, creating inauthentic reflections, etc.).

Definitions

- **Academic Honesty**: A set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.
- **Malpractice**: Behavior that results in, or may result in, a student gaining an unfair advantage in academic work. This includes plagiarism, collusion, duplication of work, and cheating during assessments.

Examples of Academic Malpractice

- **Plagiarism**: Representing another's ideas or work as one's own without proper acknowledgment.
- **Collusion**: Unacceptable collaboration with another person to produce work that is submitted as individual work.
- **Duplication of Work**: Submitting the same work for different assignments.
- **Cheating**: Using unauthorized materials, copying from others, or giving unauthorized aid during assessments.

Plagiarism: An act or instance of using or closely imitating the language and thoughts of another author without authorization and/or the representation of that author's work as one's own by not crediting the original author, when there is a legitimate expectation of authenticity in order to gain some benefit or credit. Plagiarism equally applies to work other than text (i.e. art, music, etc.). It is important that students understand how to appropriately use another author's work in their assignments to avoid both intentional and unintentional instances of plagiarism.

- Students must cite and reference all non-original work.
- Paraphrasing without citation is plagiarism.
- Proper citation must be used for direct quotes and paraphrased ideas.

Examples of Plagiarism:

- Any representation of others' work as your own.
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book, website, or any other source.
- Misuse of quotation marks, paraphrasing, and in-text citations making authorship unclear.
- Failure to identify the source of nonverbal work (e.g., painting, dance, photo, proof, musical composition) that student work is derived from.
- Using online translators unless explicitly allowed for Language Acquisition classes.
- Using AI-generated text, images, or other content unless explicitly permitted by the assignment requirements.
- Submitting a purchased or borrowed essay, project, or other work as your own.
- Copying or closely imitating another student's work during collaborative assignments without proper attribution or approval from the teacher.
- Submitting the same work for multiple classes or assignments without permission from all teachers involved.
- Incorporating portions of copyrighted materials, such as songs, videos, or images, into your work without proper credit or permission.

Note: *Paraphrasing, using different words to restate a person's ideas, without proper citation is considered plagiarism. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source as long as the author is properly acknowledged through the use of citations.*

Collusion: Supporting academic misconduct by another student, as in allowing one's work to be accessed or copied or submitted for assessment by another student.

Examples of Collusion:

- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the teacher (if not part of the assignment) (i.e. when you answer questions 1-3 and your friend answers 4-6 and then you copy each other, or when you work with a partner when you weren't supposed to).
- Representing significantly unequal work as an equal collaboration (ex. when you claim to have done the group work but you really let someone else do most of the work).
- Writing a paper or doing homework for another student, either at the time or sharing completed work with students who take the class in the future.

- Sharing information about assessment content and questions with other students via any form of communication.

***Note**:* Collusion is defined by the IB as occurring when a "student uses fellow learners as an unattributed source" (FPIP, 2014, p. 77) and should not be confused with collaboration, which implies "working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one's work to be copied or submitted for assessment by another" (FPIP, 2014, p. 77). At RMS all tasks are considered independent work unless the teacher specifies otherwise. See collaboration below for *further information*.

Collaboration: Working with others on a common aim. When permitted, students should work together on a task, having equal authorship in it. At times, part of an assignment might be collaborative while another part is independent. For instance, students might work together in a science lab, resulting in identical data charts, but the written responses and evaluations of the data are to be independent.

Distinguishing Collaboration vs. Collusion

- **Legitimate Collaboration** includes:
  - Discussing ideas and brainstorming with peers.
  - Working on group projects with clearly assigned roles.
  - Providing peer feedback with teacher approval.
- **Unacceptable Collusion** includes:
  - Sharing or copying completed assignments.
  - Submitting work that was jointly produced when individual work was expected.
  - Helping others cheat or allowing one's work to be copied.

Duplication of work: The presentation of the same work for different assessment or curriculum components (i.e. turning in a paper for class A that was originally written for class B). All assignments should be newly created for the course or assessment unless discussed with the teacher well in advance.

Cheating: Any time a student makes a deliberate choice to gain an unfair advantage, including but not limited to copying another student's work (with or without their knowledge), copying assessment tasks or questions, forgery, using unauthorized notes or other technological supports during an assessment.

Unfair Practices: Any action that gains the student an unfair academic advantage.

Examples of Unfair Practices:

- Fabrication of data or results and recording or reporting on them or submitting fabricated documents or any other thing that is not authentic .
- Falsifying records or data.
- Altering grades.
- Phony citations.
- Impersonating a person.
- Sharing passwords or using unauthorized material.
- Disclosing information about assessments.
- Misconduct during testing times.

Authenticity: Refers to work that is based on the student's own ideas and which properly acknowledges others' authorship and ideas. Therefore, in all work (whether written, verbal, visual, or audio-visual) that is submitted by a student, their original language and expression must be used. When other sources are used or reference to the work of others is made, whether directly or by paraphrasing, sources must be documented appropriately (Academic honesty, 2011. P.2). It is the understanding of all school personnel that when a student puts his or her name on any assignment, it is being submitted as original work and the student is acknowledging original ownership of the work.

Intellectual property: The World Intellectual Property Organization considers intellectual property as the "legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields" (WIPO, 2004). Students must understand that both creative and intellectual forms of expression must be respected and are normally protected by national and international law.

Examples of Proper Citation and Acknowledgment Students must use recognized citation conventions to credit the ideas, words, and work of others. Examples include:

- MLA (Modern Language Association)
- APA (American Psychological Association)
- Chicago/Turabian Style

Students should be taught how to:

- Paraphrase appropriately and include in-text citations.
- Use quotation marks and citations when quoting directly.
- Include a Works Cited or References page at the end of assignments.
- Credit images, graphs, videos, and digital content.

Roles and Responsibilities

Faculty (Teachers, Counselors, Media Specialists, Academic Coaches, Support Staff, and Paraprofessionals)

- Clearly differentiate between collaboration and collusion for each assignment.
- Teach and reinforce recognized citation conventions for both written and non-written work.
- Model academic honesty through your own professional work and instructional materials.
- Ensure students understand that submitting work under their name signifies it is their own and was completed without unauthorized help.
- Design assessments to reduce opportunities for malpractice.
- Communicate concerns and offenses related to academic dishonesty with students, parents, counselors, and administrators.
- Document incidents of academic dishonesty using the Google Form Behavior Tracker and refer to the Dean for repeat offenses
- Facilitate student reflection and discussion when malpractice occurs, in collaboration with administrators and counselors.

Students

- Read and sign the Academic Honesty Agreement to acknowledge understanding of academic honesty expectations.
- Report observed violations of academic honesty to a trusted staff member.
- Submit only authentic work and properly cite all sources.
- Understand that your name on any assignment certifies that it is your own original work.
- Practice time management to avoid malpractice.
- If involved in malpractice, whether intentional or unintentional, participate in the reflection process with your teacher.
- Ask questions and seek support when unsure about academic honesty expectations.

Administration and MYP Coordinator (including all administrators and the Dean of Students)

- Support and uphold the academic honesty policy and investigate all reported incidents of malpractice.
- Ensure that staff, students, and families understand the definitions, responsibilities, and consequences related to academic honesty.
- Promote consistent implementation of academic honesty practices across the school.
- Provide professional development and instructional materials to support academic writing and referencing.
- Supply teachers with resources to help students maintain academic honesty.

- Contact families to review and reflect on any incidents of academic malpractice.

Additional Roles and Responsibilities

Media Specialist and/or Literacy Coach

- Support teachers and students in identifying and promoting best practices for academic honesty.
- Guide students in locating and evaluating reliable, credible sources of information
- Collaborate with teachers to recognize original student work and identify instances of plagiarism, including locating sources of copied material.

Parents, Guardians, and/or Outside Support

- Read and review the following documents:
    - Norwalk Public Schools Code of Conduct (online)
    - Roton Student Handbook (hard copy and online
    - Roton Middle School Academic Honesty Philosophy (online
- Read and sign the Academic Honesty Agreement with your child
- Encourage your child to uphold the principles of academic honesty in all schoolwork.
- Foster a home environment that supports and values academic integrity.
- Address any concerns about academic misconduct or malpractice with your child and school personnel as needed.
- If your child receives outside academic support (e.g., a tutor), ensure that the work submitted is the student's own and not completed by the tutor

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Preventing Malpractice

At Roton Middle School, we recognize that not all instances of academic dishonesty stem from an intent to deceive. Therefore, we are committed to taking proactive and educational measures to guide students in understanding and practicing academic honesty. Our goal is to equip learners with the tools and knowledge necessary to avoid malpractice and grow as principled thinkers.

When academic dishonesty occurs, students are given the opportunity to reflect, revise, and properly cite their sources. These instances are treated as teachable moments, allowing students to learn from their mistakes and reduce the likelihood of future infractions.

To further prevent malpractice, faculty will incorporate explicit instruction on collaboration versus collusion during beginning-of-year character education lessons. Teachers will also clarify expectations for individual versus collaborative work for each assignment to ensure students understand the boundaries of permitted assistance.

Repercussions

Intentional academic dishonesty will be addressed in alignment with the Norwalk Public Schools Secondary Code of Student Conduct. Our response focuses on restorative practices and consistent consequences to promote learning and accountability.

First Offense

- Parent/guardian contact
- Referral to the Roton Restorative Justice Team

Second Offense

- Parent/guardian contact
- Restorative Justice meeting
- Possible detention or one day of in-school suspension

Third Offense

- Parent/guardian contact
- Restorative Justice meeting
- 2–3 days of in-school suspension

Fourth Offense

- Parent/guardian conference
- Out-of-school suspension
- If declined, the student will receive 4–6 days of in-school suspension

In all cases of academic dishonesty:

- The teacher will follow a standardized protocol to ensure consistency.
- The student will be required to redo the original assignment independently or complete an alternative task.
- The revised or alternative assignment will be eligible for full credit, as grades reflect a student's understanding and achievement—not mere compliance.

Academic dishonesty will be treated as a **behavioral concern**, not an academic one. This distinction ensures students are held accountable through appropriate behavioral consequences while maintaining the integrity of the grading system as a reflection of learning.

Philosophy Implications for Approaches to Learning (ATL)

The International Baccalaureate (IB) Middle Years Programme (MYP) Approaches to Learning (ATL) skills are deeply aligned with the principles of academic honesty. This philosophy encourages students to become ethical, reflective, and skillful learners, fostering habits that promote both academic integrity and personal growth.

Below is a breakdown of how academic honesty aligns with each ATL skill category:

- **Communication Skills**
  Academic honesty involves the clear and accurate communication of one's own ideas while appropriately acknowledging the work of others. Skills such as effective paraphrasing, proper citation, and collaboration align with the ATL objective to present ideas clearly and interact responsibly.

- **Social Skills**
  Ethical group work depends on mutual respect and fair contribution. Academic honesty supports the development of social skills by encouraging students to recognize others' perspectives, contribute authentically, and act with integrity in collaborative settings.

- **Self-Management Skills**
  Avoiding academic misconduct requires self-discipline, organization, and time management. Students must plan ahead, manage workloads effectively, and resist the temptation to engage in dishonest behavior—especially during moments of academic pressure.

- **Research Skills**
  Academic honesty is rooted in strong research skills: the ability to locate, evaluate, and accurately reference sources of information. Students learn to distinguish between reliable and unreliable sources, summarize information ethically, and develop independent thought.

- **Critical Thinking Skills**
  Developing original ideas while analyzing, synthesizing, and evaluating others' work promotes deeper understanding and creativity. Academic honesty encourages students to think independently and critically, rather than relying on the work of others.

- **Reflection Skills**
  Reflecting on one's learning process, understanding the importance of originality, and recognizing the ethical dimensions of scholarship help students internalize the values of academic honesty.

By embedding academic honesty into each ATL skill category, Roton Middle School reinforces a culture of integrity and lifelong learning. These skills not only support academic achievement but also prepare students to act ethically and responsibly in real-world contexts—aligning fully with the IB Learner Profile and the IB mission to develop principled global citizens.

Alignment of the Academic Integrity philosophy with the IB MYP Learner Profile

The **Roton Middle School Academic Integrity philosophy** aligns closely with the IB MYP Learner Profile traits by fostering ethical behavior, principled action, and intellectual integrity. Here's how the philosophy connects to each trait:

Principled: Academic honesty is a core aspect of being principled. The philosophy emphasizes acting with integrity and honesty, respecting the work of others, and completing authentic work.

Inquirers: Encouraging students to research independently and engage with original ideas fosters curiosity and a genuine desire for learning.

Thinkers: The philosophy supports critical and creative thinking by requiring students to analyze, synthesize, and evaluate information while producing authentic work.

Communicators: Academic integrity includes effectively communicating ideas while acknowledging the contributions of others, fostering respectful academic dialogue.

Open-Minded: Respecting diverse perspectives and acknowledging others' ideas through proper attribution reflects open-mindedness.

Reflective: Reflecting on the ethical implications of one's work encourages students to take ownership of their learning and decisions.

Knowledgeable: Demonstrating academic honesty ensures students build genuine knowledge, grounded in ethical research practices.

Caring: Respecting the intellectual property of others reflects empathy and consideration for the hard work of others.

Balanced: Time management and self-discipline, emphasized by the philosophy, help students balance the demands of academics with personal integrity.

Risk-Takers: Completing original work requires students to take risks by expressing their unique ideas and exploring unfamiliar concepts.

Alignment of the Academic Integrity philosophy with Other School Policies

The Academic Integrity philosophy at Roton Middle School is deeply interconnected with other key school policies, fostering a cohesive approach to supporting student development within the IB Middle Years Programme (MYP). Below is an outline of how the Academic Integrity philosophy aligns with the Language philosophy and Assessment philosophy to uphold the school's mission and values:

Language philosophy Alignment

1. **Promoting Multilingualism and Authenticity**
    - The Academic Integrity philosophy emphasizes the importance of producing authentic work, aligning with the Language philosophy's focus on multilingualism and cultural understanding. Students are encouraged to respect intellectual property, reflect cultural diversity, and use language authentically in their academic endeavors.

2. **Learning Through and About Language**
    - The Language philosophy promotes learning through language as a means to explore ideas, which complements the Academic Integrity philosophy's guidelines for acknowledging sources and fostering inquiry. Both policies work in tandem to ensure students engage critically and ethically with language and ideas.

3. **Cultural Awareness and Respect**
    - Both policies align with the IB mission to foster respect for diverse perspectives, as demonstrated through the ethical use of language and acknowledgment of varied cultural contributions in academic work.

Assessment philosophy Alignment

1. **Integrity in Assessment**

    - The Academic Integrity philosophy supports the Assessment philosophy's goal of providing fair and reflective evaluations by ensuring that students submit authentic work. This reinforces the principle that grades should measure understanding and achievement, not compliance or misconduct.

2. **Encouraging Reflection and Growth**

    - The Assessment philosophy emphasizes reflection as a key component of learning. Similarly, the Academic Integrity philosophy encourages students to reflect on their ethical practices, fostering personal growth and responsibility.

3. **Equity and Accountability**

    - Both policies ensure equitable opportunities for all students. The Academic Integrity philosophy upholds fairness by addressing academic misconduct, while the Assessment philosophy ensures assessments accommodate diverse learning needs and remain unbiased.

Alignment of the Academic Integrity philosophy with the Inclusion and Diversity philosophy

The Academic Integrity philosophy at Roton Middle School aligns closely with the Inclusion and Diversity philosophy, reflecting shared values of equity, principled behavior, and respect for the diversity of the school community. Below are the key connections between these policies:

Equity and Fairness in Academic Practices

- The Academic Integrity philosophy ensures all students are held to the same ethical standards, fostering an equitable learning environment where the authenticity of work is valued and upheld. This aligns with the Inclusion and Diversity philosophy's commitment to addressing the diverse needs of the community and creating a fair, inclusive space for learning.

Respect for Diversity and Multiple Perspectives

- By requiring students to appropriately acknowledge the contributions of others, the Academic Integrity philosophy promotes respect for diverse voices and perspectives,

reinforcing the Inclusion and Diversity philosophy's goal of celebrating cultural richness and fostering global awareness.

Supporting Learner Variability

- The Academic Integrity philosophy emphasizes proactive teaching of academic honesty concepts, which accommodates diverse learning needs and styles. This aligns with the Inclusion and Diversity philosophy's focus on learner variability, as students are supported in understanding ethical practices regardless of their background or academic starting point.

Cultivating Principled and Caring Learners

- Both policies highlight the importance of developing principled individuals who act with integrity and care for their community. The Academic Integrity philosophy encourages students to be honest and responsible, while the Inclusion and Diversity philosophy nurtures a sense of belonging and empathy for others.

Reflective Practices

- The Academic Integrity philosophy encourages reflection on ethical behavior and personal growth. This mirrors the Inclusion and Diversity philosophy's emphasis on fostering reflective learners who think critically about their actions and contributions to a diverse world.

Addressing Bias and Marginalization

- By promoting academic honesty and fair practices, the Academic Integrity philosophy helps mitigate biases that could arise from plagiarism or misrepresentation. This complements the Inclusion and Diversity philosophy's goal of standing against racism, prejudice, and marginalization.

Shared Commitment to the IB Mission and R.A.M.S. Values

- All three policies align with the IB's mission to develop inquiring, knowledgeable, and caring individuals. They also reflect Roton Middle School's R.A.M.S. values by encouraging responsible, reflective, accountable, motivated, and supportive behaviors.

By integrating the Academic Integrity philosophy with the Language and Assessment Policies, Roton Middle School establishes a unified framework that upholds academic rigor, ethical behavior, and a commitment to fostering internationally minded learners.

IB MYP Standards and Practices Addressed

Standard A: Philosophy

- **A1.1**: The school's philosophy promotes the development of the IB Learner Profile attributes.
    - **Alignment**: The **Academic Integrity philosophy** directly supports the **principled** attribute of the IB Learner Profile, which emphasizes students acting with integrity and honesty. By ensuring that academic work is original and ethically conducted, the philosophy promotes these values in every aspect of student learning.

Standard B: Organization

- **B1.3**: The school provides a supportive and challenging environment for learning, which includes clear expectations for academic honesty.
    - **Alignment**: The **Academic Integrity philosophy** establishes clear guidelines and expectations for students, teachers, and parents on academic honesty. By outlining roles and responsibilities and explaining the consequences of misconduct, the philosophy fosters a transparent and supportive learning environment.

Standard C: Curriculum

- **C4.8**: The school ensures that all assessment practices are valid, reliable, and fair, and that students' work reflects their own learning.
    - **Alignment**: The **Academic Integrity philosophy** directly addresses **C4.8** by ensuring that all assessments are completed with academic honesty. It establishes the expectation that students' work must be authentic and independently completed, thus maintaining the validity and reliability of

assessments. By enforcing academic integrity, the philosophy ensures that assessments reflect students' true understanding and learning.

Standard D: Assessment

- **D1.1**: Assessment practices align with the aims and objectives of the curriculum and are clear to students.
    - **Alignment**: The **Academic Integrity philosophy** supports **D1.1** by ensuring that all assessments are conducted with fairness and transparency. The philosophy establishes that academic misconduct will lead to consequences, ensuring that assessments are based on students' original work, thus aligning with the curriculum's aims of assessing understanding and achievement honestly.
- **D2.2**: Teachers provide feedback that helps students understand their progress and areas for growth.
    - **Alignment**: The **Academic Integrity philosophy** ensures that students' work reflects their true understanding and skills. As part of a fair and accurate assessment system, teachers can give effective feedback based on authentic student work, supporting the students' growth and helping them understand areas for improvement.

Standard E: School Environment

- **E2.1**: The school creates an environment of mutual respect and encourages students to uphold the values of academic honesty and ethical behavior.
    - **Alignment**: The **Academic Integrity philosophy** supports the creation of an environment of respect by clearly communicating expectations for academic honesty. It reinforces the importance of fairness and transparency in all academic work, contributing to an atmosphere where students respect each other's work and are held accountable for their own actions.

Standard F: Inclusion

- **F2.1**: The school provides an inclusive environment where all students can demonstrate their understanding and skills without bias.
    - **Alignment**: By emphasizing the need for authentic, individual work, the **Academic Integrity philosophy** ensures that assessments are fair and inclusive, giving all students an equal opportunity to demonstrate their understanding. The philosophy addresses academic misconduct in a manner that ensures no student gains an unfair advantage, promoting fairness and inclusivity.

Standard G: IB Learner Profile

- **G1.1**: The school promotes the attributes of the IB Learner Profile, including integrity, respect, and responsibility.
    - **Alignment**: The **Academic Integrity philosophy** is designed to uphold the values of the **principled** attribute of the IB Learner Profile, promoting honesty and responsibility in all academic work. It also encourages students to reflect on their actions, fostering the **reflective** attribute, as they understand the consequences of academic misconduct and the importance of producing authentic work.

Communication of the Language philosophy

Roton Middle School is committed to maintaining transparent communication about its Academic Integrity philosophy throughout the school community. A collaborative working group, including teachers from various departments and subject areas, ensures that the philosophy is effectively shared and understood across the school.

This philosophy is aligned with the school's overall strategic plan, which is accessible on the Roton Middle School website.

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philosophy Review: The first year of implementing the current practices helped to solidify the foundations for ongoing improvements. Although the initial changes in our policies presented challenges, they have resulted in long-term benefits. This philosophy was last reviewed in January of 2025, and feedback on its effectiveness continues to be shared with stakeholders through meetings with parents, conducted by the MYP Coordinator, and through our website and handbook. These continuous reflections and updates ensure that our practices remain relevant and effective in supporting student success.

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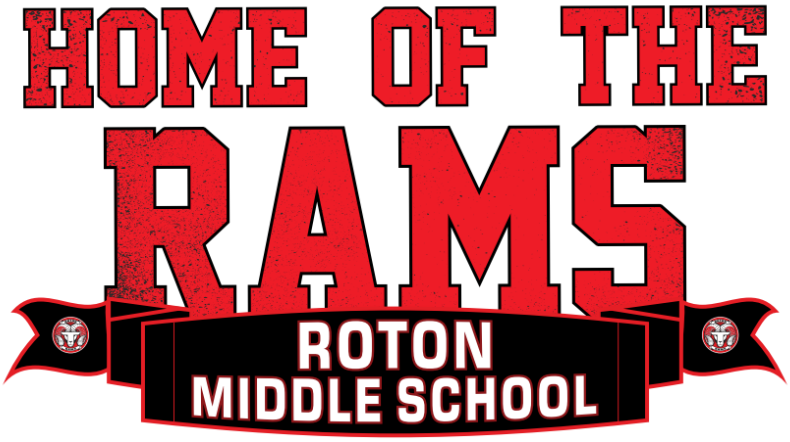
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Roton Middle School Academic Integrity philosophy

Each student has the responsibility to uphold the highest standard of academic integrity in their work and will be responsible for abiding by the Academic Honesty philosophy at all times. Plagiarism and cheating will not be tolerated at Roton Middle School. All students are required to produce their own work and provide proper credit, citation, or reference for work used in written assignments, projects, or other tasks given to students by their teachers. All work is to be considered independent work unless otherwise indicated by the teacher. Instances of academic dishonesty may result in a failing grade on the assignment.

Students will not:

- Copy another student's work.
- Allow another student to copy their work.
- Share information about or answers to an assessment at any time in any way.
- Visually scan another student's answers during a test or individual assignment.
- Submit work that was not produced by them.
- Use the Internet for plagiarism (including cutting and pasting material) or designing presentations.
- Write answers on hands or small sheets of paper to use during testing.
- Use any unauthorized aids during testing or on assignments (phones, watches, iPads, etc.).
- Use artificial intelligence to complete assignments unless explicitly instructed.

I understand that my signature below indicates my full understanding of the above agreement and the Academic Integrity philosophy in full. In addition, I understand that failure to follow the Academic Honesty Integrity may result in a failing grade on the assignment.

Student's Name: _____ Date: _____

Student's Signature: _____ Date: _____

Parent/Guardian's Name: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____