



## Academic Honesty Policy

### **Purpose:**

“Academic honesty 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.” (Academic Honesty, International Baccalaureate, p. 1)

### **Philosophy:**

At Riverstone International School we believe in five pillars of excellence: Leadership By Example, Outdoor Education, International Mindedness, Community and Service, and Academic Excellence. Through these pillars, our guiding principles and the Learner Profile, Riverstone endeavors to foster an environment that promotes the best in all of our community members.

Through a strong foundation built on the five pillars of Academic Excellence, International Understanding, Community and Service, Leadership by Example, and Outdoor Education, Riverstone International School knows and nurtures every child and ensures that they reach their potential in a respectful environment.

Our fundamental belief is that every person, regardless of age and experience, wants to be the best person they can be. People make mistakes and we believe that sound teaching, leadership by example and empathy can help most people be the best person they can be.

### **Mission:**

*Riverstone International School inspires courageous journeys of academic and personal exploration that enable our students to lead purposeful lives.*

### **Connections to IB Learner Profile:**

Academic honesty is an essential aspect of teaching and learning at Riverstone where action is based on inquiry and reflection. (Academic honesty in the IB Educational Context, International Baccalaureate, p.2). Our expectations concerning students’ academic honesty practices are based mainly on the following attributes found in the Learner Profile:

**Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Details and advice on student responsibilities:**

Students must:

- Confirm understanding of academic honesty with their signature
- Report malpractice violations to a faculty member or administrator
- Work to produce authentic work
- Understand that putting name on assignments certifies it as their own work, cited appropriately
- Minimize malpractice temptation by balancing time appropriately
- If an incident of malpractice occurs, either intentional or unintentional, complete a reflection process with their instructor
- Understand proper citation expectations for assignments (MLA or APA where appropriate)
- Ask for guidance when unsure

**Details and advice on teacher responsibilities:**

Faculty (including teachers, counselors, media specialists, support and paraprofessionals) must:

- Make clear the difference between collaboration versus collusion with each assignment
- Teach a recognized citation convention for written and non-written works
- Demonstrate and model academic honesty in presentations, etc.
- Report and record academic dishonesty
- Assure students in your class understand that when they submit a task as their own, they are representing that have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed.
- Minimize temptation for malpractice in assignments/assessment situations by setting expectations around group v. individual work and work that is done collaboratively.
- Communicate about suspected malpractice first with students, then administrators and finally with parents or counselors.
- Teachers, administrators, and counselors involve students in reflection/discussion in the instance of malpractice.

**Details and advice on school responsibilities:**

Administration must:

- Support the academic honesty policy and investigate all counselor/teacher reports of malpractice
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions
- Ensure the academic honesty policy is applied consistently throughout the school
- Provide development and guidance on academic writing and referencing systems that are available
- Maintain an account with plagiarism detection service (only high school)
- Ensure that faculty understands this academic honesty policy
- Conduct investigations of malpractice
- Make parent and student contact to reflect on malpractice incidents

**Details and advice on parent responsibilities:**

Parents are asked to:

- Understand the school's policy on academic honesty
- Encourage their child to practice academic honesty
- Encourage their child to cultivate a culture of academic honesty in school
- Address concerns of academic misconduct/malpractice with their student and school personnel if necessary
- Monitor hired tutors to assure authentic student work

### **Measures taken to provide education and support:**

- Academic Honesty will be emphasized at the school, division, classroom, and individual student levels.
- Every student acknowledges the nature of malpractice and their responsibilities to avoid it.
- MYP/DP teachers for each subject explain academic honesty as it relates to their subject.
- Teachers provide examples specific to their subject and age-appropriate levels of accountability.
- Elementary homeroom teachers introduce policy at age-appropriate level.
- Continued ongoing discussion throughout the year of academic honesty between teachers and students as it relates to projects in each individual classroom.
- Integration of online platforms (citation machine, turnitin.com, etc) in class along with subject specific and age appropriate explanations.

### **IB Definitions of plagiarism/ collusion/ duplication of work**

(Academic Honesty, International Baccalaureate)

**Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own (Academic Honesty, International Baccalaureate, p.2)

#### *Examples:*

- Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
- Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.
- Failure to identify (cite) the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.
- Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

**Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another (Academic Honesty, International Baccalaureate, p.2)

#### *Examples:*

- Writing a paper or other project for another student.
- Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
- Sharing information regarding assessment contents and questions with other students.

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements (Academic Honesty, International Baccalaureate, p.2)

#### *Examples:*

- Submitting a paper or project in more than one course for a grade

- Submitting a lab report for more than one course without discussing it with both teachers involved.

**Fabrication:** the creation of false data or citations. (Academic Honesty, International Baccalaureate, p.2)

*Examples:*

- Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project.
- Fabrication of a citation: Inventing a phony citation for a research paper or other project.
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and re-submitting it to the instructor in order to claim an error in grading.
- 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).

**Guidance on distinction between collaboration and collusion:**

Faculty, when designing assessments and assignments, must be very clear in describing what each person must do on collaborative assignments. Collaboration is working together toward a common aim with *shared* information. It can happen in poorly designed collaborative projects that a student is accused of collusion or cheating, but their work actually stemmed from collaboration and they felt, for example, that it was acceptable to present the same introduction or conclusion for work they did with a partner. Similarly, a student could present work that is the result of collusion or plagiarism if they willfully ignore the teacher’s explicit instructions about the nature of the collaborative or cooperative project or assignment. Teachers are responsible for making the requirements of the task absolutely clear to students.

**Procedures—reporting, recording and monitoring:**

All instances of suspected or confirmed malpractice should be reported to the Division Director. Teachers do have the latitude, with young students or students who can’t reasonably be expected to fully understand the nature of academic honesty at Riverstone, to handle first instances of malpractice at their level. Teachers should keep a record of this instance in an email or, in the future, the behavior module of ManageBac.

All other instances must be documented with a clear description of what occurred, evidence and the student’s response to the initial meeting with the teacher. These records should be emailed to the Division Director and, in the future, recorded in the Behavior Module of ManageBac. Malpractice committed in grades 6-8 will not be considered cumulative (carried over) to grades 9-12. Grades 9 and 10 will, in themselves, continue to be an opportunity to learn and grow. Malpractice in Grades 11 and 12 is very serious as it has implications for college application and the integrity of the Diploma Programme offered at Riverstone.

Division Directors, in consultation with the faculty, will determine the consequences of malpractice or multiple instances of malpractice. The most serious cases of malpractice in Grades 11 and 12 may result in failing grades for classes, negative comments about academic honesty on college applications or in withdrawal from the Diploma Programme.

**The rights of the student, if suspected of a breach of academic honesty:**

- The student has a right to hear the accusations against them from the teacher reporting suspected malpractice.
- They have a right to see the work the teacher believes to be a result of malpractice.
- They have the right to have their parents or guardians with them in subsequent meetings with faculty or administrators.
- They have the right to present matters in their own defense or information that may mitigate what they have been accused of. Examples of this could include task instructions for assignments, testing conditions, stresses at home or in other relationships and other similar information.
- They have a right to appeal the results of the teacher's or division director's decision - especially in Grades 11 and 12.

**For Grade 12, Diploma or Course Candidates Only:****Consequences of academic misconduct/remedial action/penalty tariff/follow up/consequences of misconduct in external assessment**

The DP Coordinator, in conjunction with the Division Director, will, at the beginning of each academic year in the Diploma Programme, review the nature of malpractice and the procedures by which Riverstone and the IBO will investigate and adjudicate suspected cases of malpractice on internally and externally assessed components of the Diploma Programme.

**A policy on review of the policy**

This policy shall be reviewed yearly and revised as needed.