MYP ACADEMIC INTEGRITY POLICY

Introduction
The pursuit of knowledge is the goal of the SFHS and the responsibility of each individual student. The faculty endeavors to guide the academic growth, while the parents and greater community provide support. To maintain this focus on learning and the tradition of academic excellence at SFHS, the students, faculty, parents and community must stand in unison in demonstrating high regard for learning and the personal academic integrity required for intellectual growth.

MYP from principles into practice states that "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment." St. Frederick students are expected to maintain the highest values and principles, and the school community is meant to teach and reinforce principled behavior, inside and outside of the classroom. This culture of learning can only flourish when built upon a solid foundation of personal and academic integrity, made up of honesty, trust, fairness, respect, and responsibility.

The learner profile characteristics are represented in the academic integrity policy through the creation and encouragement of principled and knowledgeable critical thinkers, who care about others and themselves.

What is Academic Integrity?
"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work" (ibo.org). As such, academic integrity is an essential part of the culture of St. Frederick High School. Standards and expectations are, and should be, high.

Academic misconduct is defined as "deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment." This also includes behavior that may *disadvantage* another student.

What Are Some Examples of Academic Misconduct?
The following examples are provided to clarify for students, teachers, and the school community, actions that are considered violations of the honor code. This is not meant to be an exhaustive list. These are simply some examples of common infractions.

❖ Plagiarism is defined "as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment" (ibo.org). This includes the use of translated materials. It is the most common form of student academic misconduct identified by or reported to the IB.
❖ Facilitating Plagiarism is defined as "Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills"
❖ Cheating is gaining unfair advantage on tests and assignments through various means, including looking at someone else's paper, gaining prior knowledge of test questions, or using unauthorized sources.
❖ Collusion vs. Collaboration - Collaboration is when students work together towards a common goal, sharing research and assigning roles. Collusion is when students working in a group submit a common

write-up rather than submitting their own work.
- ❖ <u>Duplication</u> of work is when a student submits the same assignment for multiple classes.
- ❖ <u>Falsifying Data</u> is when a student deliberately alters or excludes data to skew results.
- ❖ <u>Submitting work completed by a third party</u> includes paying for or accepting excessive help from a friend or relatives.

What Are the Consequences?

Students who engage in any form of academic dishonesty will be subject to sanctions. Each incident will be reviewed by the teacher and an administrator (assistant principal and/or department supervisor). A score of "0" may be the result on any test, project, paper, or assignment in which a student violates the honor code.

Academic Dishonesty	1st Offense	2nd Offense	3rd Offense	4th Offense
Incidents of academic misconduct (per year)	Zero on work	Zero on work & 1 day suspension	Zero on work & Suspension/ Expulsion	Expulsion

Proactive Measures

SFHS will be proactive in sustaining a culture of learning and promoting academic integrity. SFHS recognizes that plagiarism, and academic dishonesty as a whole, has been an ongoing problem in education and in the professional world. There are many reasons why students plagiarize, including unclear assignment directions, lack of confidence, poor time management, and the pressure for grades.

With the advent of the internet, information is more available and accessible than ever before. With that realization comes the understanding that SFHS needs to help students obtain information carefully and critically, using appropriate attribution throughout their coursework. The following are actions which are intended to educate the school community about the Honor Code.

- ❖ SFHS will include a review of the SFHS Academic Honor Code at the start of each school year.
- ❖ Students and parents will sign the Pledge at the start of each school year.
- ❖ The Academic Honor Code will be posted on the school's website, included in the Student Handbook, and in other official school documents.
- ❖ The Honor Code will be reviewed at the beginning of each new marking period during the school year.
- ❖ Teachers will consider the demands on student time and only assign the homework necessary to meet the lessons' objectives.
- ❖ Students, with parental guidance, will make careful course selections so as to not have an exceedingly heavy course load and/or excessive co-curricular commitments.
- ❖ Copies of IB's "Ten tips for acting with integrity" will be posted throughout the campus.
- ❖ Students will be instructed in the proper citation of outside sources throughout the MYP, specifically in MLA style.

What Information Needs to be Cited?

According to the IB, "accepted, basic or common knowledge within a field or subject does not need to be acknowledged. For example, if mentioning that the Earth moved around the Sun, there would be no need to cite Copernicus. If noting a historical fact such as Amelia Earhart being the first woman to fly solo across the

Atlantic, there would be no need to cite. If stating that William Shakespeare wrote *Macbeth*, there would be no need to cite that fact" (ibo.org).

However, if in the above example, a student may need to cite a specific reference to a quote from Copernicus, or to some elaboration on his theories, then that information would need to be cited. The same is true for the date of Earhart's flight, her flightpath, or possibly the name of her plane. Of course, specific lines from *Macbeth* would need to be cited to the conventions of MLA, as well.

Examples of Attribution
Purdue OWL's "Avoiding Plagiarism" exercises are excellent examples of practical instruction. The use of quotation marks to indicate direct wording is required, as is reference to specific page numbers and bibliographic citation. Summary or paraphrase, although not in quotations, must also be cited. Acceptable attribution includes the use of a signal phrase with reference to the original source (from Purdue's OWL):
- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).
- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Subscription Services
SFHS utilizes the following services to help students, teachers, and parents to maintain the highest standards for our students. Our hope is that, given proper instruction, students will act with integrity, rendering the following services redundant:

Google Classroom
Through Google Classroom, teachers are able to deliver and receive assignments, monitor student progress, and maintain academic integrity. Originality reports can be generated for any written assignment submitted through Classroom. Formative and summative assessments can be delivered on Chromebooks through "lock-down browsers," allowing students to view only the testing screen. In addition, student work can be reviewed in real time, offering teachers the opportunity to provide feedback as students work.

Turn It In
Teachers at all levels will make use of Turn It In, a plagiarism checking service, for all major written assignments. The use of Turn It In enhances younger students' understanding of plagiarism and helps prevent accidental plagiarism as they gain skills in research-oriented assignments. In addition, the program creates a database of student work to ensure that students do not submit previous assignments.

Go Guardian
Teachers at all levels will make use of Go Guardian–a filtering, classroom engagement, and school mental health service tool. Go Guardian helps to keep students on task through student screen-monitoring, and the filtering service helps to ensure that students are using only school-approved websites for research purposes.

Resources:
International Baccalaureate
ibo.org/academic-integrity
ibo.org/programmes/about-assessment/academic-integrity/

Purdue Owl

[MLA Formatting and Style Guide](#)
[Plagiarism Overview](#)
[Best Practices for Avoiding Plagiarism](#)