



Philosophy

In order for learning to be valid, students must engage in their studies honestly. When a student cheats or in any way compromises the integrity of the educational process, he demeans himself, debases the efforts of his peers, and degrades the value of the educational process at Palmer High School. Acting on the IB Learner Profile attribute of being principled students are expected to act with integrity and honesty in their academic pursuits while taking responsibility for their own actions. Academic honesty ultimately is the responsibility of the students, but educators and parents must take ownership to teach students the proper skills and provide the necessary support to guide students through their educational careers while preparing them for the future.

General Guidelines

Today's student researchers have access to a daunting amount of information. The process of finding, evaluating, using and citing information can be challenging, especially without the correct support, skills and tools. Students are expected to do their own work; to receive only such help from peers, parents, or others as is authorized by instructors; to avoid claiming as their own the words, ideas, or data of others; and to refuse to assist peers in cheating. Students are also encouraged to bring the efforts of others who cheat to the attention of instructors or other school officials. The information below is designed to guide students through each phase of the process but only represents a starting point for conducting proper research (*Purdue OWL*, 2015).

Finding

- What are the requirements of the assignment?
- What types of print resources and online resources are available?
- What are the keywords to use for online research and how can the search be further defined using Boolean Operators (i.e. AND, OR, NOT) and quotations?

Evaluating

- Is the information relevant to the topic and does the source have enough information pertaining to the topic?
- Is the information correct and/or outdated?
- Can the information be corroborated by another reliable source?
- Is the information copyrighted or include a list of links and sources?
- Does the information appear to come from a reliable source?

Using

- **Quotations** must match the original sources word for word and credit must be given to the original author. See the respective manual (APA, MLA, etc.) outlining the specific details.
- **Paraphrasing** involves putting the information from the original source in your own words and credit must be attributed to that source.
- **Summarizing** the main idea of a source in your own words and once again the original source must be noted.

Citing

Students must properly cite and reference the sources of information they are using. This process ensures that proper credit is given to the creators of the content being used and provides an agreed upon protocol for documenting the use of this information. It is imperative that students are familiar with the requirements of the specific assignment and ask for support if they have questions regarding the different formatting techniques. The information below provides basic details regarding the common formats along with several resources (**Lab**).

- Modern Language Association (MLA) http://www.mlahandbook.org/fragment/public_index
- American Psychological Association (APA) <http://www.apastyle.org/>
- The Chicago manual of style (i.e. Chicago style) <http://www.chicagomanualofstyle.org/home.html>
- Resources:
 - Purdue Owl (<https://owl.english.purdue.edu/owl/>)
 - Noodle Tools (<http://www.noodletools.com/logon/signin>)
 - (<http://www.easybib.com/>)



Examples of Academic Misconduct

No set of examples can be exhaustive. The following list provides an indication of the kinds of behaviors that constitute academic dishonesty.

1. *Copying another student's work for an assessment.* Students must not look at the answers sheets of others or copy another student's homework.
2. *Using "crib sheets," unauthorized tools, or other aids during an assessment.* Students must bring into exam settings only those items which are specifically authorized by the instructor. If calculators are permitted, only authorized programs are allowed.
3. *Willfully allowing one's own work to be copied or otherwise sharing answers during an assessment.* Students are expected to take precautions to decrease the chances that someone else will cheat off of their tests.
4. *Giving or receiving advance knowledge of an assessment.* Students must not discuss the specifics of any assessment with others who have not yet taken the test. A student saying, "That was a hard test, and I'm glad I studied" is not cheating. A student who says, "There was a question comparing Hitler and Stalin" is helping someone else cheat.
5. *Plagiarizing the work of others.* If a student uses the precise words, general ideas, or data of another student or from other sources, that work must be appropriately and specifically acknowledged. Students are urged to pay close attention to the instruction they receive regarding citation of sources. A bibliographic entry that refers to a specific source (without a corresponding internal citation or footnote) is not necessarily sufficient to protect a student against charges of plagiarism. Because intellectual property is the life-blood of academic pursuits, the IB and Palmer High School take very seriously this form of dishonesty. Ignorance of guidelines about citation of sources is not an excuse. When in doubt, students must ask for clarification.
6. *Allowing another person to do one's work (collusion).* Students should not work together on an assessment unless authorized by their instructors to do so. Teachers agree to be as clear as possible about guidelines for specific assignments. In the case of unauthorized collusion, both students are guilty of academic dishonesty. Getting general help from others is sometimes acceptable. For instance, it may be appropriate on some assignments for a peer or parent to offer general feedback or assist in mastering skills or reviewing content. Sometimes, of course, working together is required (group presentations, for instance). As in the case of Example #5 above, when in doubt, students must ask their instructors for clarification.
7. *Falsifying or willfully misrepresenting data.* Students agree that data which are submitted as part of experiments, lab write-ups, problem-sets, etc., have been collected honestly and appropriately given the requirements of the assignment.
8. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, p.171).
 - a. **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
 - b. **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*
 - c. **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
 - d. **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*



Shared accountability for academic integrity:

The development of a culture of academic integrity reflects the ongoing values and efforts of the school community. The norms below describe personal actions that guide our behavior at North and Palmer:

- Teachers will communicate clearly the expectations for assignments and discuss how teamwork/collaboration looks different than cheating on the assigned task.
- Students will listen carefully and take notes on the specific directions given about assignments to better track the details.
- Teachers will instruct students about how to cite sources, access helpful resources and avoid plagiarism.
- Students will work at their learning using a wide range of resources available to such as the tutoring center, teachers, media center, class websites etc.
- Teachers and students will work on time-management strategies together. Teachers work at being more aware of other large assignments happening at the same time. Students avoid last-minute cramming on assignments that may lead to cutting corners.
- If anyone else's work appears in an assignment, teachers/students will cite the source to give the author credit.
- Parents/guardians could help from home by talking with their student about the details of assignments and checking written work for originality. When confusion arises, parents could encourage students to seek help from the teacher of the tutoring center.
- Our school community will promote academic integrity by providing:
 - clear instruction about research,
 - tutoring center support,
 - a user-friendly media center that includes knowledgeable and approachable staff and resources that support student efforts in research
- Our school encourages student responsibility in academic integrity by responding to infractions of this policy with age-appropriate consequences and supporting campus-wide standards of academic behavior.
- As a school community, we will hold each other accountable for these group norms.

Academic integrity and the IB learner profile:

The IB learner profile represents the mission of an IB education developed in a set of personal traits (Organization, 2014). Developing these traits is a lifelong process and helps individuals and groups behave responsibly at the local, national and global levels. In relation to academic integrity, the following learner profile traits are important:

- ✓ Inquirers- "We nurture our curiosity, developing skills for inquiry and research."
- ✓ 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."
- ✓ Knowledgeable- we can transfer knowledge learned about research to different contexts and assignments.



- ✓ Communicators- we acknowledge the work of others communicating how their ideas influence our own.

Consequences:

Students will receive a "zero" or "no credit" for an assignment attempted or completed through cheating. At discretion of the teacher, the student may be required to complete the assignment (or an equivalent) for reduced credit. Depending on the student's history of misconduct, his/her intent, its severity, other action may be taken, including restorative dialogue, detention, suspension, or removal from the relevant class or program.

D11 BOE Policy JICDA-R

Scholastic dishonesty which includes but is not limited to submitting another's work as one's own, using crib notes on a test, or committing plagiarism. (To steal and use the ideas or writings of another as one's own or copying word for word from a writing without crediting the author regardless of the medium of the source, including but not limited to electronic, video, audio, or print).

Rights of the student

If academic misconduct is suspected or reported, the student has the right to an investigation and due process as outlined in the Colorado Springs School District 11 Code of Conduct. The student also has the right to have a parent or guardian present during discussions involving consequences, especially if the consequences may be severe (District, 2015).

Policy Review

This policy will be reviewed every four years and also as during the 5-year programme evaluation

***International Baccalaureate Diploma students: see specific version of this policy developed for the Diploma Program.**

Your signature below indicates that you have read, understood and accepted the policy above.

Student's signature _____ **Date** _____

Please print name _____

Works Cited

District, C. S. (2015, October 16). Board Policy Manual. Colorado Springs, CO.

Lab, P. O. (n.d.). Searching the World Wide Web: Overview. Retrieved October 14, 2015, from <https://owl.english.purdue.edu/owl/resource/558/01/>

Organization, I. B. (2014, May). MYP: From principles into practice. Cardiff, Wales.