

School Academic Honesty Policy



David Paterson School

Purpose

The purpose of this document is to clarify understanding of academic honesty. Our policy outlines the purpose, philosophies, principles, and practices of academic honesty. This “living document” reflects our district’s responsible use policy **4526 –E.1 Technology Responsible Use Policy ("RUP")** For Elementary School Students, **0116 The Dignity for All Students Act** as well as the **District’s Code of Conduct 5300**.

Our School Academic Honesty Policy:

- Aligns to our mission statement:
The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.
- Aligns to the IB mission statement:
The International Baccalaureate 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.
- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school’s educational beliefs and values reflect IB philosophy.

- A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- A5.-The school promotes responsible action within and beyond the school community.
- A.6- The school promotes open communication based on understanding and respect.

Standard B1: Leadership and Structure: The school’s leadership and administrative structures ensure the implementation of the IB program(s).

- B1.5- The school develops policies and procedures that support the program.

Standard B2: Resources and Support: The school’s resources and support structures ensure the implementation of the IB program(s).

- B2.6 -The library/multimedia/resources play a central role in the implementation of the program.
- B2.7- The school ensures access to information on global issues and diverse perspectives.

Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.

- C3.2- Teaching and learning engages students as inquirers and thinkers.
- **C3.4-Teaching and learning promotes the understanding and practice of academic honesty.**
- C3.5- Teaching and learning supports students to become actively responsible for their own learning.
- C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives.
- C3.9- Teaching and learning uses a range and variety of strategies.
- C3.10 Teaching and learning differentiates instruction to meet students’ learning needs and styles.
- C 3.11-Teaching and learning incorporates a range of resources, including information technologies.
- C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning.
- C3.15-Teaching and learning encourages students to demonstrate their learning in a variety of ways.
- C3.16-Teaching and learning develops the IB learner profile attributes.

C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.

- C4.3-The school uses a range of strategies and tools to assess student learning.

As members of a school learning community, we will continue to collaborate and review our School Academic Honesty Policy as needed.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York’s plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

Philosophy

We believe that academic honesty promotes attributes of a global-minded citizen and encourages students to express their learning and thinking critically, creatively, and authentically while being principled. We want our positive values and beliefs to be evident in all that we do. Our goal is to encourage all members of our school learning community to demonstrate the IB Learner Profile attributes throughout the learning and teaching process, while being honest and building trust in all that we do “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.” (Principled, IB Learner Profile)

Members of our school learning community will have a common understanding and definition of academic honesty. Academic honesty is seen as “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment”, enabling students to create work based on their “individual and original ideas and work of others fully acknowledged” (IBO Academic Honesty 2007, P2.). Our school learning community defines academic honesty as acting with integrity while being principled and responsible for acquisition of knowledge and understanding.

It is expected that our students choose, act, and reflect in an ethical manner. Consequences of unethical behavior will be evaluated and administrators and or parents may be involved. Teachers will consider the learning needs of the students. We will provide support to our students in a positive manner.

The importance of raising students’ awareness of academic honesty is a lifelong process. As Elementary school educators, we teach our students ethical issues and encourage them to be honest and to make good choices.

Principles

Academic honesty:

- Builds trust and integrity
- Cultivates all transdisciplinary skills: research, communication, social, thinker, and self-management
- Demonstrates honesty and fairness
- Encourages attitudes and attributes of a global minded citizen
- Supports principles and standards
- Develops success in college and career
- Informs others they can trust you
- Creates an effective accountability system
- Provides systems for monitoring, documenting and reporting
- Unifies our school learning community

We believe academic honesty allows:

Students to:	<ul style="list-style-type: none"> • Take responsibility for their own work. • Recognize the difference between individual work and group work. • Give credit to other people working in the group. • Not copy other people's work. • Reference sources according to agreed-upon (age-appropriate) formats for each grade (4-6). • Use works cited page (media). • Students use information technology and library resources responsibly. • Report academic misconduct to a trusted school employee. • Strive to produce authentic work. • Minimize academic misconduct temptation by balancing time appropriately. • Ask for guidance when unsure. • Reflect on the importance of academic honesty. • Model the learner profile traits. • Be accountable learners. • Collaborate and partner with teachers to develop learning engagements. • Collaborate and partner with teachers to develop agreed upon success criteria. • Participate in a workshop on academic honesty before embarking on their Exhibition projects with the media specialist. • Acknowledge sources of information when preparing and presenting their exhibition projects. • Build a growth mindset. • Celebrate Learning!
Teachers to:	<ul style="list-style-type: none"> • Collaborate in the creation of the Academic Honesty Policy. • Explain what academic honesty means. • Demonstrate and model use of technology appropriately. • Demonstrate and model academic honesty. • Refer to the attributes of the learner profile. • Make connections to the transdisciplinary skills of communicating, research, and self-management, social and thinking skills across the curriculum. • Involve students in reflection/discussion in the instance of academic misconduct. • Incorporate into class created essential agreements. • Acknowledge when students use citation correctly (gr.4-6).

	<ul style="list-style-type: none"> • Communicate with students, parents, counselors, administrators, about concerns and academic misconduct offenses. • Value process over product. • Create learning engagements together with students. • Design assessment tasks and criteria with students. • Individually differentiate or accommodate work as outlined by student Individual Education Plans (IEP) • Teach about digital citizenship. • Media Specialist provides guidance information and support to students and other teachers. • Media Specialist provides a workshop for our students embarking on the Exhibition Experience. • Media Specialist teaches a recognized citation convention for written and non-written works (grades 4-6). • Build a growth mindset. • Celebrate learning!
Administrators to:	<ul style="list-style-type: none"> • Collaborate in the creation of the Academic Honesty Policy. • Model academic honesty. • Support, encourage and communicate our academic honesty policy to all members of our school learning community. • Ensure that all staff, students, and parents understand definitions, responsibilities, and consequences. • Ensure the academic honesty policy is applied consistently throughout the school. • Provide staff development and guidance. • Provide teachers with materials to guide students in maintaining academic honesty. • Investigate academic misconduct when necessary. • Recognize the importance of reviewing this policy and its connections to other school and district policies. • Update members of our school learning community of any new district policies and its links to our policies. • Build a growth mindset. • Celebrate learning!
Parents to:	<ul style="list-style-type: none"> • Encourage academic honesty and support their child by modelling personal integrity. • Encourage child to practice academic honesty. • Encourage child to cultivate a culture of academic honesty at home and in school. • Communicate concerns of academic misconduct /academic misconduct with their child and school personnel if necessary. • Monitor students' work. • Participate in ongoing learning experiences. • Engage in future planning, goals, and success. • Build a growth mindset. • Celebrate learning!

Practices

Common Language

- **Academic honesty:** “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment”, enabling students to create work based on their “individual and original ideas and work of others fully acknowledged” (IBO Academic Honesty 2007, P2.)
 - **School definition:** Acting with integrity while being principled and responsible for acquisition of knowledge and understanding.
 - Examples may include but not limited to: Proper conduct on assessments, full acknowledgement of original authorship and ownership of creative material, producing authentic work, protection of all forms of intellectual property.
- **Academic dishonesty:** Passing off other people’s work or ideas as one’s own. Examples may include but not limited to:
 - **Cheating:** The intentional giving or receiving of an unfair or dishonest advantage over other students, or the attempt thereof; any such advantage that is not authorized by a teacher and/or other staff member.
 - **Plagiarism:**
 - Claiming someone else’s words, work, ideas, or opinions as your own without proper acknowledgement.
 - IB definition: “the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.”
 - **Collusion:** Allowing your own work to be completed, copied, or submitted by another person.
- **Academic Misconduct:** The IB Organization defines academic misconduct as, “behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.” (IBO Academic Integrity 2019, P3.)
 - **Examples may include but not limited to** misconduct during assessment tasks, using unauthorized notes or other aids on assessments, theft, not fully participating, unacceptable talking, signs, gestures, copying from another student, destruction of educational materials, and unauthorized use of any materials, books, software programs, computer / equipment, or other information.
- **Academic integrity:** The IB Organization defines academic integrity as “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 behavior in the production of legitimate, authentic and honest scholarly work.” (IBO Academic Integrity 2019, P3.)
- **Authentic Authorship:** Using proper citation.

- **Citations (cite):** Gathering information from other people's work and giving them credit by referring to where you found it.
- **Cyberbully:** Bullying that takes place over digital devices like cell phones, computers, and tablets.
- **Digital Citizenship:** A person who develops and displays the skills and knowledge to effectively use the internet and other digital technology, especially to participate responsibly in social and civic activities.
- **Intellectual Property:** A work or invention that is the result of creativity. Examples may include trademarks, copyrights, and patents.
- **Learner Profile:** The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them (ibo.org)
 - **Balanced-**They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
 - **Caring-**They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
 - **Communicators-**They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
 - **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
 - **Knowledgeable-**They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
 - **Open-minded-**They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
 - **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 understand by thinking about and asking themselves questions about the things they learn and do.
 - **Risk-takers-**They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

- **Thinkers**-They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **System:** All district computers, software, network capabilities, email, Internet access, and other technical support
- **Transdisciplinary Skills (Approaches to Learning):** A set of skills that are valuable for all learning. These skills can be used across all disciplines (subjects) to become successful learners.

Communication Skills	<ul style="list-style-type: none"> • Literacy Skills (Reading, writing, and using language to gather information), listening, speaking, interpreting, viewing, presenting, non-verbal communication
Research Skills	<ul style="list-style-type: none"> • Information Literacy (Formulating questions, planning, observing, data gathering and recording, synthesizing, interpreting, evaluating and communicating, presenting) • Media Literacy (Interacting with media to create or use information, ethical use of media)
Self-Management Skills	<ul style="list-style-type: none"> • Organization, gross motor skills, fine motor skills, spatial awareness, time management, healthy lifestyle, informed choices, safety, codes of behavior, states of mind
Social Skills	<ul style="list-style-type: none"> • Responsibilities, resolving conflict, cooperating, interpersonal relationships, collaborating
Thinking Skills	<ul style="list-style-type: none"> • Critical thinking: analysis and evaluation, creativity, acquisition of knowledge, innovation, transfer, reflection/metacognition

Prevention of Academic Dishonesty

As members of our school learning community, we teach our students ethical issues and encourage them to be honest and to make good choices to help prepare for their next stage in education. This is demonstrated as students take ownership and responsibility of their own work. We teach using tools such as the transdisciplinary skills and by modeling the Learner Profile Attributes.

Students will be guided when working both independently and collaboratively so that any academic misconduct can be resolved when they arise.

Please refer to our Principles on Academic Honesty.

Consequences

Support will be provided in a positive manner and parents may be notified as stated earlier in this policy. Support will also be provided through a tiered response as part of our PBIS Positive Behavior Interventions and Support (PBIS) program aligned to our School and District Code of Conduct Policies.

In grades 3-6, appropriate grade level alignments to standards will be enforced. Examples of this includes but is not limited to paraphrasing, quotations, and use of references and citations.

Consequences for infractions may include but not limited to:

- Opportunities for reflection
- Opportunities to resubmit work
- Refusal to accept student work
- Reminder of Academic Honesty Policy
- Parent involvement
- School Psychologist Involvement
- Administration Involvement

Digital Citizenship

Digital citizenship is related to Academic Honesty in many ways. Teaching students how to behave in a digital world is a key part of learning and teaching.

It may include but not limited to:

- Understanding how to behave in ethical ways while using digital tools
- Copyright
- Rights of authorship
- Properly acknowledge sources of information (Citation)
- Participating in Digital Citizenship Week
- Protecting private information
- Respecting themselves and others
- Standing up for cyberbullying
- Balancing time

Our district encourages the use of computers and computer-related technology in classrooms solely for the purpose of advancing and promoting learning and teaching. Hempstead Public Schools provides these services to promote educational excellence by facilitating resource sharing, innovation, and communication. The district's philosophy is that students learn to use technology tools to communicate globally and advance their educational goals. Student access to a computer network, including the Internet, is a powerful and valuable educational research tool. To protect students from inappropriate content and in compliance with the Children's Internet Protection Act (CIPA) and regulations of the Federal Communications Commission (FCC), the District uses content filtering tools to block inappropriate content.

Communication of our Academic Honesty Policy

- Published on our school website
- Included in our Parent PYP Handbook
- Included in our Staff PYP Handbook
- Discussed and referred to with school learning community members
- Reviewed annually

Essential Agreements for Academic Honesty

At David Paterson School we agree:

1. We are principled!

- As users of the System, we adhere to the policies, rules, regulations and or procedures.
- We agree to give credit for work that is not ours.
- We agree to develop and promote international-mindedness and all attributes of the IB learner profile across the school community.
- We will display model behavior and conduct ourselves as representatives of members of our school learning community.
- Honesty is the best policy!

2. We are balanced and caring!

- We use a range and variety of strategies in our teaching and learning.
- We take responsible action for our own learning.
- We agree to be honest, responsible, and respectful.
- When working with others in a group, we contribute equally.
- We will take full responsibility for usage of our technology on our user accounts.

3. We are communicators and risk-takers!

- We will communicate if we do not understand something or are unsure of documenting and recording information.
- We will share our knowledge and communicate using appropriate language when using the internet or digital devices.
- All equipment and network use is utilized effectively, efficiently, ethically and lawfully.
- We will respect the rights of copy write owners.

4. We are knowledgeable and inquirers!

- We will integrate our knowledge learned and transfer information in a variety of ways.
- We will research using reliable and valid resources and ask and answer questions as we do so.
- We ensure access to information on global issues and diverse perspectives.

5. We are open-minded, reflective, thinkers!

- We are open to the different perspectives, values, and traditions of others locally, nationally, and globally.
- We will make any changes needed to our work to ensure that others can trust us.
- We will think about and recognize the rights of others in the digital community.
- We will refer to our school policies to ensure we are making good choices.

The following references were used to create our School Academic Honesty Policy:

References

IB publication *Academic honesty in the IB educational context, 2014*
Academic Honesty, Diploma programme, July 2011
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Magellan International School
Daystar Academy
Bloomfield Hills Schools
From Principles into Practice
<https://ibo.org/>
Academy Honesty in the IB, Jude Carroll, IB position paper, October 2012
Hempstead Public Schools Responsible Use Policy
Dignity for All Students Act (DASA) Staff Handbook, 2013
Hempstead Public Schools Policies

Our School Academic Honesty Policy

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