

Millbrook High School

Middle Years Programme Academic Honesty Policy

Academic Honesty

Academic honesty is an extension of and a reflection of the **IB Learner Profile** and several traits that include principled, knowledgeable and reflective, in addition to others. To practice academic honesty is to engage in academic pursuit in a truly authentic manner.

Academic honesty is the responsibility of all parties involved in the student's education, including the students, teachers, administrators, and parents. It is important that at Millbrook High School our teachers communicate to students the importance of academic honesty and integrity for very positive reasons. As part of their social and ethical development, students need to see academic honesty beyond the context of "not cheating," but as an integral element of their social and intellectual construct. While academic honesty is broad in scope, we will start with the basic IBO statement:

As stated in the IB learner profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". MYP Students must demonstrate academic honesty and avoid any form of academic misconduct.

MYP: From principles into practice, IBO

It is necessary to understand that students will not always approach assessment in an ethical manner. In cases of student malpractice, the Millbrook's IB Programme will follow a policy that is congruent with the greater school policy and that of the IBO.

Responsibilities regarding academic honesty

MYP Coordinator

- To support teachers in their enforcement of the MYP's academic honesty policy
- To communicate to teachers, students, and parents the IBO and MHS expectations regarding academic honesty and to report any academic malpractice tied to IB-required assessments

Teachers

- To teach strong academic practices as they pertain to academic honesty, including the citation of work and rules regarding individual and group work
- To reinforce the characteristics of the Learner Profile that pertain specifically to academic honesty
- To make clear to students the penalties for academic malpractice on formative and summative assessments
- To communicate to parents acts of academic malpractice by their students
- To report to MYP coordinator, and if necessary the administrator, acts of malpractice by students

Students

- To know the rules and expectations regarding the IBO and Millbrook's academic honesty policy, including the consequences of academic malpractice
- To act in a manner consistent with the IBO and Millbrook's expectations of academic honesty
- To self-report instances of academic malpractice conducted by self or peers

Parents

- To understand the rules and expectations of the IBO and Millbrook's academic honesty policy, including the consequences of academic malpractice
- To reinforce the value, expectations and practice of academic honesty to their students

Types of Academic Malpractice

Academic misconduct is defined by the IBO as, "behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components." (*MYP: From principles into practice: Understanding academic misconduct*)

The IBO, in its document, *MYP: From principles into practice*, includes in its definition of malpractice the following categories and definitions:

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

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

Duplication of Work: the presentation of the same work for different assessment components and/or Diploma Programme requirements.

Other: any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Consequences of Malpractice

When a student is considered to have engaged in an act of academic dishonesty or malpractice, the teacher will have the discretion to act in a manner that is commensurate with the extent of the transgression. Action taken can include assigning a "zero" to the coursework in question, contacting the student's parent(s) or guardian(s), and notifying an administrator for additional action.

When a Middle Years Programme student acts in a manner that reflects academic malpractice in a Middle Years Programme class, the teacher will begin the process of investigation to determine the manner and extent of the malpractice. Depending on the teacher's findings, including the

scope and severity of the offense, the significance of the assignment (i.e. homework, unit test, process journal, etc), and the recidivism of the offending student, the teacher will use discretion to determine the specific consequence of the offense.

In each case, the teacher will:

- Meet with the student to discuss the offense and its implications
- Contact the parent(s) to inform them of the malpractice
- Contact the MYP coordinator to inform him of the malpractice

Further consequences, at the discretion of the teacher, can include:

- Receiving of a “0” on the assignment or assessment in question
- Contacting the student’s counselor and/or administrator

For more information regarding academic honesty and malpractice, see the IBO’s publication, *MYP: From principles into practice.*