York Academy Regional Charter School
Academic Integrity Policy

School Mission and Vision Statement
With an unrelenting focus on academic excellence, the York Academy Regional Charter School challenges students in a diverse learning environment which opens doors for growth, opportunity, and global citizenship.
Students of the York Academy Regional Charter School will experience an extraordinary educational program through:
- an individualized academic experience, shaped by a transdisciplinary approach that challenges and prepared them to effectively advance to the next stage of life
- a respect and appreciation of people from different cultures, religions, ethnic groups and socio-economic backgrounds
- an intrinsic desire to always strive to meet the high expectations they have set for themselves no matter what their goals
- the confidence to pursue their dreams

Statement of Philosophy
At York Academy, we believe that academic honesty is a set of skills and values that promote personal integrity in learning, teaching, and assessment. In order to achieve this, we must focus on educating students to be principled, to celebrate and recognize authentic student work, and to be prideful in promoting student learning through inquiry that includes responsible use of information and communication of original work.

Statement of Purpose
The Academic Honesty Policy is designed to clarify the expectations associated with the submission of authentic student work. In order to understand appropriate academic practice, the negligence in copying academic work from an uncited source will be referred to as misconduct.

The Academic Honesty Policy will provide staff, students, parents, librarians, counselors, and administrators with a common understanding of misconduct, define the responsibilities of all parties preventing misconduct, and encourage principled behavior in the learning environment. Academic honesty is acknowledging responsibility for the production of students' own work, recognition of the work of others, and maintaining honor and trust in the learning environment.

Academic Honesty and the International Baccalaureate Learner Profile
IB Learners at York Academy Regional Charter School are encouraged to develop and strengthen the attributes of the IB Learner Profile. Students engaging in academic honesty demonstrate specific attributes of the learner profile by being:
Inquirers – who acquire the skills necessary to conduct inquiry and research
Knowledgeable – who explore concepts, ideas and issues
Principled – who act with integrity and honesty and take responsibility for their actions

Open-minded – who are accustomed to seeking and evaluating a range of points of view
Risk takers – who are brave and articulate in defending their beliefs

These qualities when applied to learning and student work will establish academic honesty in the form of skills and behavior displayed throughout the student's life and schooling.

Plagiarism

A practice of using or closely imitating the thoughts, wording, or language of another author without authorization and/or the representation as one's own. Plagiarism also applies to work other than text such as music, art, etc. Students must understand how to appropriately use someone else's work in their schoolwork and assignments to avoid misconduct.

The International Baccalaureate Organization states that, "Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs.

All candidates for the IB diploma are expected to acknowledge the use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing.

If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they **must** acknowledge the source at the point of use (in the body of the text or during the delivery of an oral presentation), using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing.

Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty being imposed in the subject/component concerned.

Further information on IB expectations in terms of referencing can be found in the IB publication *Effective citing and referencin*g (August 2014)."

Examples of Plagiarism

Examples are not limited to this list:
- Non-original work that is not cited
- Non-original work that is not cited and appropriately referenced in submissions
- Any representation of others' work as your own
- Using your own work in multiple contexts without proper citation
- Copying information directly or indirectly from a book or a website
- Using translation software to translate text from one language to another

Collusion, Group Work and other Student Involvement

Collusion is defined as supporting misconduct by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student. Involvement is to be contrasted with collaboration, which we define as multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines. It is important to note that teachers must be clear with assignment guidelines to specify what collaboration versus involvement on any given task is.

Group work required special consideration regarding collusion. The international Baccalaureate Organization states, "While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work."

Examples of Collusion:
● Helping someone else cheat both deliberately and through support
● Allowing your work to be copied and/or submitted by another student
● Divide and conquer approach where you are not the author of the entire assignment given by the teacher (if not part of assignment).
● Representing significantly unequal work as an equal collaboration.
● Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
● Sharing information about assessment content and questions with other students.

Replication of Work
Submission of the same work, for different assessment components or curriculum components. All assignments should be created newly for the course or assessment unless discussed with the teacher in advance.

Unfair Practice
This is defined as any action that gains a student an unfair academic advantage. It is the understanding of all school staff that when a student puts his or her name on any assignment, they are submitting it as their own and acknowledging original ownership.

Examples:
● Altering grades
● Incorrect or insufficient citation of sources
● Falsifying data
● Impersonating persons
● Misconduct during testing times
● Falsifying records
● Disclosing information about assessments

Other forms of Academic Misconduct

The International Baccalaureate Organization identifies other forms of academic misconduct as well, including:

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room (this poster provides further details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.

Candidates are also expected to behave to high ethical standards, for example, as described in the *Guidelines for the use of animals in IB World Schools*.

For more information, coordinators should refer to *Academic honesty in the IB educational context* and the *General regulations: Diploma Programme*.

Roles and Responsibility in Supporting Academic Honesty

Staff Members (including counselors, librarians, support and instructional assistants) will:
- Demonstrate and model academic honesty in their own work.
- Communicate appropriate collaboration versus involvement with each assignment.
- Teach a recognized citation convention for written and non-written works.
- Utilize Turnitin.com service as a teaching tool to assist students in developing a better understanding of acceptable practice, and to proactively foster academic honesty.
- Report and record academic dishonesty through a discipline referral.
- Ensure that students understand that when they submit a task as their own, they are representing that they have neither received nor given aid on assignments or assessments.
- Minimize temptation for misconduct in assignments/assessment situations.

- Communicate with students, parents, counselors, administrators, with concerns regarding misconduct.

Students will:
- Confirm understanding of academic honesty with signature on Student Code of Conduct form each year.
- Speak, and demonstrate academic honesty by acknowledging the intellectual ideas, inspiration, contributions and work of others.
- Use written citations to acknowledge the contributions of the ideas and work of others across all academic contexts.
- Report Academic Honesty misconduct violations to a trusted school staff member
- Produce authentic work that acknowledges the contributions of the intellectual ideas, inspiration and work of others through proper citation.
- Understand that putting their name on assignment certifies it as their own work, cited appropriately.
- Minimize misconduct by planning and balancing time appropriately.
- If an incident of misconduct occurs, either intentional or unintentional, meet with your teacher immediately for clarification and to rectify the error.
- Ask for help when uncertain whether a citation is necessary and appropriate in a specific context.
- Use Turnitin.com prior to submitting a piece of work to a teacher and/or the International Baccalaureate Organization.

PYP, MYP and DP Teachers will:
- Ensure that age-appropriate instruction and discussions of Academic Honesty procedures (citing and attributing the work of others, drawing on inspiration, etc.) is reviewed at least twice a year and that reminders are posted in the classroom regarding academic honesty procedures.
- Ensure the academic honesty policy is applied consistently throughout the school
- Ensure that all staff, students, and parents understand definitions, responsibilities, and consequences.
- Support academic honesty policy and investigate all reports of misconduct.
- Make parent and student contact to reflect and follow-up with additional instruction in response to all academic honesty misconduct incidents.
- Discuss all academic misconduct incidents with the student and then report to parents and administration.
- Require all DP students to upload all coursework to Turnitin.com prior to submission for a class grade. This expectation includes International Baccalaureate (IB) internal assessment projects and IB diploma core requirements (the extended essay, Theory of Knowledge essay, and CAS portfolios) prior to submission to IB for assessment.

School Administration will:
- Ensure the academic honesty policy is applied consistently throughout the school.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and consequences of academic dishonesty.
- Support academic honesty policy and investigate all reports of misconduct
- Investigation of misconduct.
- Consequences will be administered for MYP and DP students within school's discipline protocol in alignment with the school code of conduct**, based on frequency and recurrence of the academic honesty violation.
    - 1st Offense: Parent contact and teacher clarification of expectations and education on how to avoid academic dishonesty in future assignments.
    - 2nd Offense: Parent and counselor conference and disciplinary action
    - 3rd Offense: Parent and counselor and head of school conference, grade reductions or other academic sanctions
    - 4th Offense: School-defined and school-administered consequences, including possible board review for academic dishonesty

Parents/guardians will:
- Encourage students to practice academic honesty.
- Encourage students to cultivate a culture of academic honesty in school.
- Address concerns of academic misconduct with student and school staff as needed.

Supporting MYP and DP Students in Learning and Developing Academic Honesty
Students at York Academy Regional Charter School will receive explicit instruction in skills and strategies designed to support students in developing and maintaining academically honest intellectual work across all subject areas.

Primary Years Program	PYP K	PYP 1	PYP 2	PYP 3	PYP 4	PYP 5
How to read factual text for information		√	√	√	√	√
To distinguish fact from opinion	√	√	√	√	√	√
To use contents, index, and headings in books		√	√	√	√	√
To write guiding questions for form, function, causation and change					√	√
Dictionary skills			√	√	√	√
With teacher guidance, how to find keywords in text.			√	√	√	√

Simple summary skills both orally and in written form.	√	√	√	√	√	√
Simple ways to acknowledge information derived from others. (first person information)		√	√	√	√	√
How to work to gather information, share and assimilate ideas and present learning in a group		√	√	√	√	√
What constitutes copying	√	√	√	√	√	√
How to organize research independently from sources				√	√	√
To work from guiding questions to organize inquiry and frame research		√	√	√	√	√
Evaluate sources for fact or opinion				√	√	√
Using book, print, and electronic contents and indexes			√	√	√	√
Basic note taking skills			√	√	√	√
Simple bibliography format			√		√	√
Use of quotations			√	√	√	√
Simple interview techniques	√			√		√
What constitutes plagiarism			√	√	√	√
The relationships between knowledge, responsibility, action, and personal integrity		√	√	√	√	√
To write central ideas and guiding questions for inquiry and to frame research				√		√
To research organizational and first person resources				√		√
Interview techniques with first person sources						√
Ways to relate understanding and personal integrity to action	√	√	√	√	√	√
Ways to provoke others to action		√	√	√	√	√

Middle Years Program	MYP1	MYP2	MYP3	MYP4	MYP5
The importance of giving other people credit for their work, ideas etc.	√	√	√	√	√

How to use text and electronic resources for research	√	√	√	√	√
Strategies for evaluating reliability and validity of source material (CRAAP) Currency, Relevance, Authority, Accuracy, and Purpose	√	√	√	√	√
Note taking skills	√	√	√	√	√
How to write an informational essay	√	√	√	√	√
Simple paraphrasing and adaptation of source material	√	√	√	√	√
Ways to acknowledge sources informally in writing and speech	√				√
Use of direct quotations and citations	√	√	√	√	√
Simple ways to acknowledge information derived from electronic sources	√			√	√
To compile a reference list according to a recognized convention	√		√	√	√
What defines academically honest behavior in a variety of situations (incl. tests)	√	√	√		
A variety of note taking skills	√	√	√	√	√
Techniques for acknowledging direct quotations with an in-text citation				√	√
Skills of paraphrasing, summarizing and adapting of source material	√	√	√	√	√
Techniques for acknowledging paraphrasing with in-text citations				√	√
Considering bias in reference materials	√	√	√	√	√
Strategies for evaluating the reliability and validity of sources material	√	√	√	√	√
Techniques for using translated material				√	√
Formal skills for acknowledging source material according to a recognized convention	√	√	√	√	√
To apply fair use guidelines and respect intellectual property	√	√	√	√	√

Diploma Program	DP1	DP2
A variety of note taking skills	√	√
Techniques for acknowledging information sources within text	√	√
Paraphrasing, summarizing and adapting of source material	√	√
Strategies for evaluating reliability and validity of source material	√	√
How to gather data for research assignments	√	√
How to write a research paper	√	√
Techniques for using translated material	√	√
To compile in-text citations and a reference list according to a common convention	√	√
Apply fair use guidelines and respect for intellectual property	√	√

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http://yorkacademy.com/UserFiles/Servers/Server_365755/File/19-20%20Student%20Code%20of%20Conduct%202019-20.pdf

IBO quoted text retrieved from: https://resources.ibo.org/dp/works/dp_11162-56752?root=1.6.2.12.7

This policy will be reviewed annually and posted for public viewing at our school website, yorkacademy.com.

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