



Patrick Henry High School

Academic Honesty Policy

Patrick Henry's Mission Statement

Patrick Henry High School is a diverse community that values and supports the experiences of inquiry and learning through meaningful opportunities that bring intercultural understanding to our scholars, our educators, our neighbors and our world.

Patrick Henry's Vision Statement

Patrick Henry is a community where all stakeholders will work systematically to close educational and opportunity gaps to become a stronger, higher performing IB World School ensuring that all scholars are college, career and life ready.

Patrick Henry's Core Belief: Equity

We meet scholars and families where they are and strategically allocate our limited resources to meet their academic and social/emotional needs to ensure that all students are college, career and life ready.

Academic Honesty is core to Patrick Henry values.

We, the Patrick Henry community, value academic honesty because it is consistent with what we believe and do as a school. We believe in the importance of doing our own work to the best of our knowledge and ability. We value the life lessons that authentic work can teach us. Although grades may be important indicators of student success, we believe the greater goal is to learn how to learn.

We are confident that PHHS scholars will be the leaders of the future, locally, nationally and globally. We want to ensure that the knowledge that they create, communicate, claim, and share is honestly acquired and properly credited, cited, and sourced.

The purpose of this document is to ensure that all members of PHHS community have a common framework for a shared understanding of academic honesty.

Academic honesty connects with our *Patriot Pledge*. At the core, academic honesty is about respect and about striving to do one's best by making good decisions that honor oneself, school, family and community.

THE PATRICK HENRY PATRIOT PLEDGE

I will respect myself and others.

I will do my best.

I will make good decisions.

I will honor myself, my school, my family, and my community.

I will pursue the college or career of my choice.

As an IB World School, the Patrick Henry community also recognizes the many connections between academic honesty and the attributes of an IB Learner as articulated in the *IB Learner Profile* (2013).



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IB Learner Profile Attributes	Connection to Academic Honesty
<p>Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>Academic honesty means asking whether a source used is appropriate, relevant and high quality as well as effectively indicating where and how we use our sources in our academic work.</p>
<p>Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>Academic honesty is essential across and between subject areas and in other areas of life within the school and community. We know why and how acknowledging sources and producing our own authentic work is essential to ourselves and our community.</p>
<p>Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>Academic honesty allows us to be creative and critical. It also allows us to approach academic tasks and social situations responsibly and ethically.</p>
<p>Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>Academic honesty indicates confidence and willingness to listen and express our point of view. We honor the work of others by appropriately referencing that work and its role in our own authentic work.</p>
<p>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.</p>	<p>Academic honesty is just and fair because when we practice academic honesty, it allows us to claim the integrity and responsibility essential to strive for in all endeavors - words and actions.</p>
<p>Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>	<p>Academic honesty ensures that we don't give up and close our minds by taking the easy way out. It also shows that we value the importance of acknowledging sources that we use to develop our own scholarly work.</p>
<p>Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>	<p>Academic honesty shows you care about yourself and your learning community. Your teachers and peers care about you. When academic misconduct occurs, however, it does break trust, harms our community and damages relationships.</p>
<p>Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>	<p>Academic honesty supports us when we take intellectual and academic risks. The world is an uncertain place, but the one thing you can be certain about is that you are always challenging yourself to make your best and bravest effort.</p>
<p>Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>	<p>Academic honesty shows our ability to balance responsibility with challenge. No difficult task justifies putting your sense of what's right aside. We strive to develop a sense of what is emotionally and practically possible and communicate our progress to the people we depend on and who depend on us.</p>
<p>Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>	<p>Academic honesty pushes us to reflect on our scholarship. We understand the importance of acknowledging sources, completing assessments honestly and authentically, knowing to ask for help and support when needed and self-assessing understanding and ability. Practice with reflection equals growth.</p>



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Academic Honesty is taught, supported, practiced and lived at Patrick Henry.

Patrick Henry staff explicitly teaches and reteaches the importance of academic honesty as well as the knowledge and skills necessary for students to ensure their work is academically honest and authentically produced. This is done in all subjects so as to ensure that students view academic honesty as a value and an expectation while also understanding the nuances that might exist between subject areas as it relates to proper citation and referencing of sources.

This instruction is grounded in developing and honoring the authentic work of our students. Students learn how to research, how and when to cite sources and how to ensure that academic honesty is at the center of one's scholarship. These research and referencing skills are practiced regularly in our classes and in all assignments and activities.

Students and staff also use tools to assist in their efforts. Such tools include:

- Patrick Henry Honor Code (see below)
- Turnitin.com
- Electronic Library of Minnesota
- Purdue Online Writing Lab
- Differentiated and plagiarism-proof assessments
- Formative assessments
- Peer and Self assessments
- Process Journals, Researcher Reflection Spaces and Design Portfolios
- One-to-one conferences
- And more...

Patrick Henry Honor Code

This is the sentence that we ask IB students to write or type as appropriate, at the end of their assessments when they are handed in to the teacher.

“On my honor, I have neither given nor received any unauthorized aid on this assessment. This assessment is my original, authentic academic work and it has not been plagiarized, copied from the work of a peer nor submitted previously for assessment.”

For a template that includes the PHHS Honor Code and a documentation checklist, please see Appendix 5.



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Academic Honesty is exemplified across and between our academic subjects and in all endeavors at Patrick Henry.

With rapid advancements in technology, increasingly accessible information through online platforms and evolving standards of proper citation and referencing, it is important that there is a shared understanding of what academic honesty is among all stakeholders. **This shared understanding must be flexible as appropriate to discipline, but consistent in concept across and between our academic subjects and in all endeavors at Patrick Henry.**

Examples of Academic Honesty	Examples of Academic Misconduct
Student creates authentic questions and responses grounded in personal reflection in their dialectical notebooks or study guides.	Student submits paraphrased summaries of a text found on websites like SparkNotes.
Student completes all assessments authentically and without any unauthorized aid.	Student copies the work of others or allow their own work to be copied by others.
Student remains solely focused on their own examinations and complete them without any unauthorized materials.	Student looks at the examinations of their peers or brings in unauthorized materials to an examination environment.
Student follows through on commitments to work in group projects, following the expectations provided by the instructor.	Student neglects commitments on group projects and leave others to complete the work, while accepting credit for it.
Student creates a completely new assignment, citing her/himself when using previously assessed work.	Student submits an assignment previously assessed for a different class as an assignment in another class.
Student acknowledges all sources used – directly and indirectly – in the creation of their scholarly work.	Student submits work without acknowledging any of the sources used.
Student writes an assessment in an acquired language without use of an unauthorized aid.	Student puts words into a translation program like Google Translate and submits the translation as their own work.

**For additional examples, please see Appendix 4: Scenarios.*

All sources used directly or indirectly in the creation of academic work are expected to be properly acknowledged through both parenthetical in-text citations or footnotes and bibliographic references on a Works Cited page. This includes text, ideas, points of argument, images, graphics, photographs, data sets, statistics, audio, video and other forms of media and/or intellectual property. Acceptable forms of citation and referencing used as Patrick Henry High School include:

- Modern Languages Association (MLA)
- American Psychological Association (APA)
- Chicago Manual of Style/Turabian

Academic work includes written assessments, oral presentations (including those using some kind of presentation program like Powerpoint, Prezi and others), creative work in the visual or performing arts and more. The bottom line is students must give credit where credit is due. The student is ultimately responsible for acknowledging the sources used in the creation of their scholarly work.



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Academic Honesty requires commitment and involvement by all stakeholders at Patrick Henry.

Responsibilities of the Patrick Henry Student:

Patrick Henry students are “ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged” (*Diploma Programme: Academic honesty* 8). Students are also expected to submit all work according to school-established due dates, which are often based on IB-established deadlines, as doing so allows for any necessary revision of work should authenticity of the work be questionable.

★ Student responsibilities include:

- **Knowing:**
 - What academic honesty and authentic academic work is and why it matters.
 - What academic misconduct is and why it matters.
 - “[t]hat intellectual and creative expression must be respected and are normally protected by law” (qtd in *Diploma Programme: Academic honesty* 2).
 - The difference between collaboration and collusion.
 - That claiming the work of another as one’s one is academic misconduct, whether the claim was intentional or unintentional.
 - That the responsibility for producing and submitting authentic academic work ultimately rests on the student.
- **Doing:**
 - Give credit to the information and works of others used in the creation and completion of all scholarly work. This includes:
 - Being careful when using ideas and influences from the artistic world;
 - Knowing how to cite different kinds of sources including websites;
 - Producing original work. Making the majority of your work your own with sources that support your ideas and understanding that citing others’ works is not producing original work;
 - Translating from one language to another language.
 - Rely on yourself to complete the best work that you can or are able to.
 - Allow others to do their own work.
 - Complete work according to the deadlines set by your instructor, allowing time for instructor feedback and revisions to make sure all work is authentic, properly acknowledged and follows the guidelines of the Academic Honesty Policy.
 - When in doubt, cite your sources.
 - Follow all instructions given by an examination invigilator
 - Comply with all requirements and expectations involving assessment completion.
 - Sign any and all required declarations of authentic work and/or IB cover sheets, confirming authenticity of work.



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★ Advice for students regarding academic honesty:

- **Ask yourself:**
 - Do you understand the assignment/what you are being asked to do?
 - Are you completing all assignments and assessments honestly in all of your classes and for all of your academic work?
 - Do you know who to ask for help when you need it?

- **Seek help:**
 - If it feels wrong, it probably is. Seek help if you have a gut feeling.
 - Ask, ask and ask again!
 - Patrick Henry staff is here to help! Just ask:
 - Teachers
 - understanding assignment/what you are being asked to do
 - How to use sources within assignment
 - What sources are appropriate to use.
 - How to cite sources (in-text, footnotes, Works Cited page, etc)
 - Program Coordinators
 - Advisory Teachers
 - Media Specialist
 - Administration, Counselors, Support Staff

Role of the Patrick Henry Families:

At Patrick Henry, we recognize the critical role family members play in the education of our scholars. Partnering with our families helps our students do their very best to meet and exceed the expectations we have. As in all areas of education, this is also true for academic integrity. Family members of Patrick Henry students can support academic honesty in a variety of ways and are welcomed to ask questions of Patrick Henry staff to deepen their understanding of how to support academic honesty when it comes to their student's education.

★ How Patrick Henry families can help:

- Work to have an understanding of what academic honesty and misconduct is.
- Support your scholar in balancing school, work, and play.
- Discuss course assignments and assessments with your scholar to understand the academic standards and expectations to which they are held.
- Ask Patrick Henry staff when questions arise.
- Understand potential consequences for engaging in academic misconduct.
- Model academic honesty and integrity.

★ Ideas for Patrick Henry families:

- Look for explanations and expectations related to academic honesty in your scholar's planner, course syllabi and the Patrick Henry website.



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- Talk to your scholar about the work they are doing in their classes.
- Review your scholar's academic work with your scholar. Ask questions about your scholar's process for creating and revising their work.
- Below are some ways for engaging your scholar in discussions about academic honesty
 - Help your scholar connect the dots in their work by asking them to make a claim, provide facts to support their claim and analyze the facts to show the relationship between their claim and the facts that support it.
 - Ask your scholar: How do you know if a source is reliable and appropriate? - Use the CRAAP test to help your student evaluate their sources (for more information, see http://libguides.cmich.edu/web_research/craap)
 - C - is the source based on the **current** knowledge about the topic?
 - R - is the source **relevant** and appropriate for the paper or project?
 - A - is the source an **authority** in the discipline?
 - A - is the information provided by the source **accurate**?
 - P - is the **purpose** of the source appropriate for use in academic work?
 - Help your scholar understand the difference between direct quotations (word-for-word from a source) and paraphrasing (summarizing the words, ideas or arguments of a source) and help them properly cite each.
 - Ask your student to explain how they created and revised with their work. If they can't tell you, it may be someone else's work.
 - If your scholar is working with others on a group project, ask them what they contributed to the project, what is their own authentic work and what they learned from completing the project.
 - If the product isn't the student's own work, ask why they are using someone else's work. Seek to understand the reason behind the misconduct. This may help you advocate for your scholar to resubmit an assignment or do an alternative assignment.

Role of the Patrick Henry Teachers:

Each teacher supports academic honesty in many ways. Each teacher has an academic honesty policy, aligned to the school policy, within their course syllabus and takes care to adhere to that policy throughout the school year. Moreover, a variety of instructional and assessment strategies are employed to uphold the highest standards of academic integrity.

★ To support academic honesty, Patrick Henry teachers:

- Know, support and enforce the Patrick Henry Academic Honesty Policy.
- Model the knowledge, skills and practices of academically honest and authentic scholarship to students and families.



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- Explicitly teach and reteach
 - the importance of academic honesty as a value and an expectation in the classroom and at Patrick Henry High School.
 - the conceptual knowledge and the practical skills students need to know and apply to ensure all academic honesty is at the center of all scholarship of all Patrick Henry students.
 - how to effectively use and acknowledge the words, ideas, arguments, images and other intellectual content of others through proper citations and references via a standardized method such as MLA or APA.
- Use instructional strategies, assessments and technological tools to ensure that student work is authentically their own.
- Create plagiarism-proof assignments and assessments for each course taught.
- Provide multiple opportunities for practicing and using the conceptual knowledge and practical skills necessary for academically honest and authentic scholarship
- Ensure students understand discipline-specific requirements for producing academically authentic work and acknowledging the work of others.
- Support students as they engage in specific IB internal and external assessments according to IB principles and subject guides.
- Hold students accountable for authentically producing academic work
- Confirm, to the best of their knowledge, the authenticity of all work submitted by students.

“Using the words and ideas of another person to support one’s arguments is a fundamental part of any academic endeavor and how to integrate these words and ideas with one’s own is an important skill that must be taught.”

*(Diploma Programme:
Academic honesty 3)*

★ When academic misconduct occurs, Patrick Henry teachers:

- Approach the situation with care, seriousness and concern for confidentiality.
- Discuss concerns involving authenticity of work directly with the student.
- Seek to understand the reasons for misconduct (unintended or intended).
- Inform family members of instances of suspected academic misconduct, asking for support and assistance in addressing the matter as appropriate.
- Report to Patrick Henry deans, program coordinator(s) and administration any instances of academic misconduct suspected within the classroom or involving course assessments, asking for support and assistance in addressing the matter as appropriate.
- Work with the Patrick Henry deans, program coordinators and/or administration to establish appropriate opportunity for redress.



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Roles of Patrick Henry High School Leadership:

Patrick Henry leadership views academic honesty as an essential component of our school's culture and learning environment. As an IB World School, Patrick Henry leaders and administrators work to instill academic honesty as both a value and an expectation from the first day of the school year to a student's walk across the stage at graduation and every day in between. Together, staff, administration and students work to develop and maintain a school culture in which academic honesty is at the center of all scholarship.

★ Patrick Henry school leadership ensures that:

- All students, staff and families have a clear and shared understanding of what academic honesty is and why it is both a Patrick Henry value and expectation.
- All students know how to engage in academic work authentically, including how to properly acknowledging sources when used in the creation of their own academic work.
- Patrick Henry staff share a common understanding of academic honesty and academic misconduct that includes how to teach and reteach knowledge and skills that support academic honesty and how to report instances of academic misconduct.
- Professional development opportunities and resources such as Turnitin.com are provided to staff on a regular basis to support these efforts.
- Students and families new to Patrick Henry are informed of expectations regarding authentic academic engagement as part of the registration process.
- All students and families receive a copy of the general regulations of the IB Middle Years Programme, Career-related Programme and/or Diploma Programme as well as any policies specific to other academic programs provided at PHHS.
- Reports of academic misconduct are investigated and addressed in a timely manner.
- Students have the opportunity to:
 - restore the relationship with their learning community as appropriate when academic misconduct occurs.
 - ensure their understanding of the conceptual knowledge and practical skills of producing academically honest work and
 - resubmit work to show their authentic engagement with the content through a revised or alternate assessment.



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Academic Misconduct is monitored, reported and recorded by Patrick Henry staff.

Process for addressing academic misconduct at Patrick Henry High School:

If a Patrick Henry staff member suspects or has evidence of academic misconduct, the following steps should be taken.

1. The staff member should complete a Behavior Referral Form and submit it to the dean.
 - If the incident involving academic misconduct includes an Internal or External Assessment for IB Diploma Programme, IB Career-related Programme, Advanced Placement, or College-in-the-Schools courses, the Advanced Academics Coordinator should receive a copy of the referral.
2. The staff member should notify the parent(s)/guardian(s) of the student, inform them of what has occurred, and that it has been referred to the student's grade level dean.
3. Evidence of academic misconduct should be shared with the dean and any other staff addressing the incident.
4. The staff and dean should interview the student and retrieve a statement from the student regarding what has occurred. Staff should identify if the student understood they were engaging in academic misconduct.
5. Any other statements and evidence should be collected.
6. All evidence should be reviewed by the dean. Administration should be consulted if necessary.
7. A response to the academic misconduct should be identified.
8. The incident should be entered into our school's behavior incident recording system (currently Discovery) by the dean.

All students have a right to a thorough, unbiased investigation by dean and/or administrator when allegations of academic misconduct are made. Investigations of this nature ensure that the:

- Student is informed of and understands what the alleged academic misconduct is and why it is academic misconduct.
- Parent/guardian is notified of the alleged academic misconduct.
- Student provides statement of what occurred.
- Student and family are provided a discipline report and documentation that includes the response to the allegation.
- Student is informed of response, next steps and opportunity to restore the learning community.

Process for addressing academic misconduct requested by the International Baccalaureate Organization:

Academic misconduct may result in an investigation conducted by the International Baccalaureate Organization (IB). This occurs most commonly in cases when plagiarism is detected in assessment



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material submitted by a student (hereafter referred to as “the candidate”) or misconduct occurred during an examination. Should an investigation by the IB be warranted, the investigation follows the below process as outlined in the 2011 document entitled *Diploma Programme: Academic honesty* published by the International Baccalaureate Organization (IB):

1. The IB Coordinator will be informed by the IB of a candidate/candidates being investigated for academic misconduct.
2. The IB Coordinator informs the principal and the candidate(s) of the investigation and conducts an internal investigation in a timely manner, following the communication from the IB about the academic misconduct. All measures will be taken to ensure confidentiality of the investigation, including using the candidate’s registration number rather than the candidate’s name.
3. The candidate and the candidate’s legal guardian(s) have the right to see evidence, statements, reports and correspondence related to the allegations.
4. The IB Coordinator provides a report which includes:
 - Statement from the teacher of the candidate for the subject concerned (or supervisor in the case of personal project, extended essay, reflective project or other elements of the IB programme or from the invigilator in the case of academic misconduct during an examination)
 - Statement from the coordinator
 - Statement from the candidate
 - Summary of an interview with the candidate regarding the allegation of plagiarism, if an interview is conducted.
5. If a statement from the candidate is not included in the report, the IB Coordinator must confirm that the candidate was provided the opportunity to respond to the allegations of academic misconduct and to provide a statement.
6. The candidate may submit a written defense to the final award committee of the IB by a deadline established by the IB. Often, this written defense is submitted by the IB Coordinator, but it may be submitted directly by the candidate. A senior examiner will then recommend whether the allegation should be upheld or dismissed.
7. If the senior examiner recommends that the allegation be upheld, the final award committee will determine whether to dismiss or uphold the allegations or to request further investigation.
8. For misconduct involving examinations, a senior examiner at the final award committee will review the candidate’s examination scripts and consider whether to present the allegations to the final award committee. If the senior examiner presents allegations to the final award committee, the report will include:
 - The work under suspicion of academic misconduct
 - Evidence to support the allegation of misconduct
 - A written report on the case
 - A recommendation on the action that should be taken by the final award committee.
9. Potential consequences for academic misconduct as administered by the International Baccalaureate Organization are detailed in the following section.



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Academic Misconduct demands timely, appropriate and relevant response from the Patrick Henry community.

Given the seriousness of academic dishonesty, responses to alleged incidents of academic misconduct are to be timely, appropriate and aligned to the [MPS Levels of Behavior, Interventions and Responses](#).

Responses to Academic Dishonesty (*First incident is considered a Level 2 Incident and therefore must be reported to the student's dean via the process noted above.*)

1. Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
2. Consider prior incidents, number of incidents, severity of incidents and impact of interventions from prior incidents
3. Review and consider a student's IEP or 504 Plan prior to implementing interventions and responses. Case Manager/504 manager should be included in this conversation.
4. Communicate with student and parents/guardians about the behavior and interventions.

<p style="text-align: center;">Skills-Based Supports</p> <ul style="list-style-type: none"> ● Reteaching of Academic Honesty practices and expectations, ie. citing, paraphrasing, referencing ● Re-teaching of staff to go to for assistance and how to access assistance ● Reassessment of Assignment or Alternate assignment provided 	<p style="text-align: center;">Restorative Practice</p> <ul style="list-style-type: none"> ● Reflective Essay ● Restorative meeting with guided conversation ● Peace Circle ● Restorative plan back to class
<p style="text-align: center;">Staff/Administrative Actions</p> <ul style="list-style-type: none"> ● Impact on Assignment ● Lunch Detention ● Alternative Instruction Room ● Rescinding of letters of recommendation 	<p style="text-align: center;">Administrative Actions</p> <ul style="list-style-type: none"> ● In School Removal from instruction 1 day or less

The student is ultimately responsible for integrity of their work and therefore must accept the consequences for submitting any scholarly work that is not authentic, regardless of whether the misconduct occurred due to deliberate action, negligence, collusion or ignorance of expectations.

Should academic misconduct be determined by the IB, "the penalty will be imposed according to the nature of the offense" and will affect "the candidate only for the subject in which he or she has been found guilty of" misconduct (*Diploma Programme: Academic honesty* 17). Further penalties may be incurred dependent on the frequency and severity of the misconduct. Penalties for academic misconduct or academic infringement administered by the IB will be communicated to the head of school and the IB Coordinator, who will, in turn, inform the candidate of the IB's decision.



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Works Cited

International Baccalaureate Organization. *Academic honesty in the IB educational context*. International Baccalaureate Organization (UK) Ltd, 2014. PDF.

--- *Diploma Programme: Academic honesty*. Cardiff: International Baccalaureate Organization (UK) Ltd, 2011. PDF.

--- *Effective citing and referencing*. Cardiff: International Baccalaureate Organization (UK) Ltd, 2014. PDF.

--- *IB Learner Profile*. Cardiff: International Baccalaureate Organization (UK) Ltd, 2013. PDF.



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Appendices

Appendix 1: Frequently Asked Questions

Q: Why is academic honesty such a big deal?

A: It is the right thing to do. “When we use other people’s words, work and ideas to support our own ideas, or to demonstrate divergent opinion, it is essential that we indicate whose words and work we are using. ... If we fail to show that we are using someone else’s words, work or ideas by not indicating that they originated with someone else, then we mislead the reader. If we give the impression that these words or ideas are our own when they are not, this is not good scholarship, and deliberate or unintentional, may be deemed as academic misconduct” (*Academic honesty in the IB educational context 1*).

Q: Am I required to cite sources I use even if I put it into my own words?

A: Yes. The words, ideas, arguments or other intellectual content is that of the creator, even if you put it into your own words. Paraphrasing must be cited both through parenthetical citations and bibliographic references.

Q: What is the difference between a parenthetical citation and a bibliographical reference?

A: A parenthetical citation is a citation of the source used in the text or project where that source is directly or indirectly used. Depending on the standardized format being used, it commonly includes the author’s last name, page number and/or publication date.

A bibliographical reference is found on the Works Cited page and contains more information than the parenthetical citation. Each source referenced on the Works Cited page must be cited at least once in the text or the project. Additionally, each source cited in the text, project or presentation must have a complete bibliographical reference listed on the Works Cited page.

Examples using MLA Format		
BIBLIOGRAPHICAL REFERENCE	PARENTHETICAL CITATION (in-text after the direct quotation or paraphrased material)	FOOTNOTE (bottom of page)
Stoessinger, John G. <i>Why Nations Go to War</i> . 11th ed. Belmont: Wadsworth, 2010. Print.	(Stoessinger 26)	¹ John G Stoessinger, <i>Why Nations Go to War</i> , (Belmont: Wadsworth, 2010) 26.

Q: What is the difference between collaboration and collusion?

A: Collaboration is when students are allowed to work together on part of or the entirety of an academic work. This must be explicitly allowed by the instructor and guidelines for group work



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must be followed by each student. Each student involved in the group work must produce their own authentic contributions or work products according to the requirements and expectations of the assessment.

Collusion is when a student benefits from the work done by another. This most commonly occurs when one student copies and submits the work of another student, in which case both students are equally guilty of academic misconduct. This may also occur, however, when a student asks another to edit or revise their own work. Feedback and reflection on scholarly work is encouraged but any rewriting or revisions must be done by the student themselves.

Q: What if I didn't know I was plagiarizing?

A: It is ultimately the student's responsibility to ensure that they engage authentically in the learning process. This is true for the creation and submission of all scholarly and creative work. Teachers teach and reteach how to properly acknowledge sources used in the creation of scholarly and creative work. If you don't understand how to avoid plagiarizing in your scholarly and creative work, seek further assistance from your teachers.

Q: Will instances of academic misconduct go on my transcript?

A: No. Instances of academic misconduct are reported and recorded internally but these instances will not be included on your transcript. Consequences of academic misconduct, however, may affect your transcript or college applications in other ways. For instance, it may affect your course grade, which is included on your transcript. Teachers may also refuse to write you a letter of recommendation or rescind a letter of recommendation they previously submitted on your behalf.

Q: Will I be given an opportunity to resubmit an assessment?

A: This is dependent on the specific circumstance, frequency and severity of the misconduct, whether the deadlines have passed for the assessment and whether the assessment is an official internal or external assessment for an external organization such as the IB, Project Lead the Way[®] or the University of Minnesota (our College-in-the Schools partner).

Q: What resources are available to me to support me in acknowledging my sources properly?

A: Your teachers and media specialist are great resources. Your teacher may provide to you the IB document entitled *Effective citing and referencing* (2014) as a reference for acknowledging sources. Additionally, Patrick Henry High School has a site license for Turnitin.com and many PHHS teachers use Turnitin.com regularly in class. Students may also visit the Purdue Online Writing Lab and online citation generators such as EasyBib.com. You are responsible for knowing how to properly cite and reference sources you use, however. This includes knowing when online citation generators get it wrong. When in doubt, ask!



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Appendix 2: Glossary

Term	Definition
Academic honesty	Engagement and action based on “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment” (<i>Diploma Programme: Academic honesty 2.</i>)
Academic infringement	When a student attempts to acknowledge sources used in a scholarly or creative work but ineffectively or inappropriately does so. In instances where this occurs, the candidate will receive no mark(s) for the component but will still be given the opportunity to earn a grade in that subject or diploma or certificate requirement.
Academic misconduct	“Misconduct includes any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate” (<i>Diploma Programme: Academic honesty 22</i>). This includes plagiarism, cheating, collusion, misconduct during examinations, submitting work assessed for another class,
Authentic Work	Work “that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged.” (<i>Diploma Programme: Academic honesty 2</i>).
Collaboration	“Working together on a common aim with shared information, which is an open and cooperative behaviour that does not results in ‘allowing one’s work to be copied or submitted for assessment by another” (<i>Diploma Programme: Academic honesty 2</i>).
Collusion	“supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another” (<i>Diploma Programme: Academic honesty 20</i>).
Copyright law	Legal protection of original works extended to the author or creator of said original works.
Duplication of Work	Duplication of work is defined as the presentation of the same work for different assessment components and/or IB requirements (<i>Diploma Programme: Academic honesty 20</i>).
Fabrication of Data	Falsified data or data that was made up or inappropriately manipulated to lead to a predetermined result.
In-text citation	A brief citation of a source used in a paper, project or presentation through a parenthetical citation, footnote or stated citation that commonly includes, at minimum, the author’s last name, page number and sometimes year of publication.
Intellectual Property	Anything that results from the creative process (e.g. manuscript or design) that is patented, copyrighted, trademarked or protected through some other legal recognition.



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Invigilator	A proctor or manager who oversees the examination process
Misconduct during examinations	<p>Any behavior that gains an unfair advantage for a candidate or that affects the results of another candidate. This may include:</p> <ul style="list-style-type: none">• Taking unauthorized material into an examination room (e.g. cell phones, written notes)• Disrupting others during an examination• Passing information or materials to others during an examination• Failing to comply with the invigilator• Impersonating another student• Using unauthorized aids or materials (unapproved calculators, notes, cell phones) or placing unauthorized aids some place where it may be accessible during an examination• Discussing the content of an examination with another person outside of the immediate school community within 23 hours after the examination. <p><i>(Diploma Programme: Academic honesty 5, 20).</i></p>
Paraphrasing	Summarizing the words, ideas or arguments of a source with proper acknowledgement through in-text citation and bibliographical reference.
Plagiarism	“the representation of the ideas or work of another person as the scholar’s own <i>(Diploma Programme: Academic honesty 3, 19).</i> ”
Property rights	Laws that provide control over an individual's property to that individual.
Quotation	Using the exact words, ideas or arguments of source with proper acknowledgement through in-text citation and bibliographical reference.
Reference	A standardized format for providing all of the necessary information related to a source used in a paper, project or presentation found on a Works Cited page or Bibliography. Standardized formats include MLA, APA, Chicago/Turabian and others.



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Appendix 3: Policy on Review and Revision of Policy

Recognizing the increasing access to information via technology and regular revisions to standardized methods of citations and referencing, the Patrick Henry High School staff views our Academic Honesty Policy as a living document, subject to review a minimum of once every four years. Review and revision years will occur during leap years (every four years), with the policy reviewed and revised in the spring and rolled out to the staff, students and community in the following fall. The review committee shall consist of the following:

- Up to 6 educators, including a dean, an academic program coordinator and an administrator.
 - Content-specific advisors will be involved to ensure that all content areas are represented in the revision of the policy.
- Up to 5 students, with a balance between grade level and academic programs
- Up to 5 Patrick Henry family and/or community members



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Appendix 4: Scenarios

Below are a few scenarios to consider involving instances of potential academic misconduct. This is not comprehensive, but is intended to provide some real-world examples for students, families and staff. All examples below come directly or with slight modifications from *Academic honesty in the IB educational context* (2014; 12,18 and 22).

Academic honesty at Patrick Henry High School: An IB World School Offering the Middle Years Programme, Diploma Programme and Career-related Programme (As provided by the 2014 IB document, <i>Academic honesty in the IB educational context</i> on pages 12, 18 and 22. Slight modifications may have been made for applicability to PHHS.)					
	Culminating Project	Group Work	Oral Presentation	Creative Work	Independent Work
MYP Grades 9 – 10	<p>Personal Project Scenario An MYP year 5 student is completing her personal project on sustainable transport. However, she changed her idea for the project very late in the learning process. As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction. The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography. The teacher explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p>	<p>Community Project An MYP year [4] student has been part of a three-person group working on a community project. The student has found it challenging working in a group. One member of his group has copied and pasted material from an unattributed source in material that she was supposed to have created herself. The teacher works with the group and especially with the student who copied and pasted the material and is not yet academically proficient in the school's teaching language. (In learning a new language, students are often able to recognize relevant content before they can generate their own.) The teacher provides the student with additional opportunities to practise paraphrasing skills, and may use peer-coaching strategies to empower students to work collaboratively when documenting sources.</p>	<p>Language and Literature An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel. Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. The school's video platform is not available to the public, and the project will not be used for commercial gain. If the student documents the film and book appropriately, it is unlikely that any permissions are needed. The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p>	<p>Introduction to Engineering Design (IED) An MYP student is designing a greenhouse as part of an assignment for IED . He is confused about how and whether to acknowledge sources for this project. Isn't every technique a form of imitation? Is there such a thing as an original idea? The teacher reviews the MYP design cycle, explaining that inquiring and analysing involves research into a range of existing products that can inspire solutions to the design problem. The student realizes that by documenting his investigation with references, and developing an accurate bibliography, he is acting with academic honesty. Creativity often builds on the work of others, and new ideas often come from existing products and solutions.</p>	<p>Physical Science As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent. He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis. Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Copying, creating or manipulating data won't help students attain a higher achievement level. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p>



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	Culminating Project	Group Work	Oral Presentation	Creative Work	Independent Work
<p>All Upper Level Programs at PHHS (CP, DP, LACPP, PLTW)</p>	<p>Extended Essay in Language and Literature A DP student is writing his Language and Literature extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to as his own.</p>	<p>Service Learning An CP student is working with four others on a service learning project involving creating an information booklet for a non-profit charity group. The student discovers that one member of the group used material from a web page, copying and pasting sentences and, in one case, an entire paragraph into a section of the booklet. The student quietly takes the group member aside and explains the reasons why all materials must be referenced, and that the group members' own words are more powerful than those of someone else. The student offers to help the group member rewrite the section using her own words with appropriate quotes where necessary.</p>	<p>TOK Presentation A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.</p>	<p>Visual Arts – Studio Work A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice. The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ...", so that it is very clearly attributed.</p>	<p>Language Portfolio An CP student is undertaking language development as a self-study and must include in his language portfolio examples of written exercises he has been given. The student finds this difficult to do as he is not motivated by the language he is learning. Instead, he asks a friend who speaks and writes the language he is learning to complete some of the language exercises for him. His friend does exercises for him and the student writes the answers into his language portfolio. The supervisor checks the exercises but becomes concerned when he cannot explain some of his answers. It becomes apparent that the student has not done the work himself. The teacher seeks reasons for the academic misconduct of the student and realizes that his lack of interest was the catalyst. The student and his friend are both reprimanded by the teacher. The student is asked to submit a new set of exercises and organizes for him to work with two other students in a study group for the remainder of the language development self-study. The new group work creates a more interesting study environment for the student and he finds the language study more enjoyable.</p>



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Appendix 5: PHHS Honor Code Template with Documentation Checklist

On my honor, I have neither given nor received any unauthorized aid on this assessment. This assessment is my original, authentic academic work. It has not been plagiarized, copied from the work of another nor submitted previously for assessment.

Student Signature

Date

Student Name (printed)

Course

Documentation Checklist	Check
adapted from the Documentation Checklist provided in <i>Academic honesty in the IB educational context (2014)</i>	
When you have used an author's exact words, have you put "quotations marks" around the quotation and named (cited) the original writer? <i>(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)</i>	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original authors?	
When you use someone else's words or work, is it clear where such use starts – and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted and the date of your last visit to the web page or site?	
Internet material: Have you included the URL, Permalink URL or the DOI?	
For each citation in the text, is there a full reference in your Works Cited page at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the Works Cited page, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your Works Cited page in alphabetical order, with the last name of the author first?	