

**James B. Sanderlin K-8
IB World School
Academic Honesty Policy**

I. Mission Statement

James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active lifelong learners will use an inquiry approach through our challenging programmes to become successful internationally minded citizens.

II. Introduction & Purpose

The purpose of this document is to communicate to all stakeholders in our IB community - administrators, teachers, students, and parents - the programme expectations for academic honesty for all learners as required by International Baccalaureate Organization (IBO). This document also provides clear guidelines and responsibilities of all stakeholders.

At James B. Sanderlin K-8, we believe that academic honesty is integral to learning and embodied in the IB Learner Profile. "Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills." (IB Diploma Programme Academic Honesty, July 2011) The focus on development of the whole child in the Primary and Middle Years Programmes, along with teaching academic honesty, is a key factor in the development of students. Teaching students to be academically honest is an important life skill that will be utilized in college and future careers.

III. Definition

Academic honesty is a set of values, skills, and beliefs that encourage personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a multitude of factors, including, but not limited to, peer pressure, cultural expectations, parental expectations, role modeling, and taught skills. Academic honesty should be taught in a positive way allowing for students to show their personal integrity and pride in completed work. Students should be taught the precautions to take when completing their work to prevent instances of academic dishonesty.

Although not an all-inclusive list, academic dishonesty can take several forms:

Plagiarism - copying another's work, published or unpublished, and submitting it for assessment as one's own work

Collusion - assisting another student to be academically dishonest

Cheating - communicating with another student during an exam or assessment, bringing unauthorized materials into a testing environment, consulting or utilizing unauthorized materials during a test that may give one an unfair advantage, or copying another students work

Duplication - re-submitting work that has already been assessed for a different assignment or task without knowledge or permission from all teachers involved

Falsifying data - fabricating or changing data that may have been collected in an appropriate way to change the result

IV. Learner Profile

The IB Learner Profile helps schools to focus on the development of the whole child. Ultimately, the goal is to produce students who are internationally-minded citizens that have confidence in their work and respect for the work of others. By utilizing the IB Learner Profile and the Approaches to Learning (ATL) skill categories (Communication, Social, Self Management, Research, and Thinking), teachers and students are developing the necessary practices to be academically honest individuals. The IB Learner Profile, as the heart of the PYP and MYP programmes, seeks to help students realize the importance of integrity and academic honesty in their education and future careers.

Students should be encouraged to:

- develop their natural curiosity (Inquirer),
- explore concepts, ideas and issues with local and global significance (Knowledgeable)
- be able to use their initiative in applying thinking skills critically to make reasoned, ethical decisions (Thinker)
- be able to understand and express their ideas and information with confidence and creativity (Communicator)
- understand and appreciate the ideas of others (Open-minded),
- show empathy, compassion, and respect to the needs of others (Caring)
- act with integrity and honesty (Principled)
- approach unfamiliar situations and uncertainty with forethought and courage (Risk-taker)

- understand the importance of intellectual, physical, and emotional balance (Balanced)
 - give thoughtful consideration to their own learning and experiences (Reflective).
- When students are able to embody these attributes, they will become role models of academic honesty and international-mindedness.

V. Role of Stakeholders

Every member of the James B. Sanderlin K-8 community is a stakeholder in the development of academic honesty of our students.

- The Principal, Assistant Principal and all staff should embody the IB Learner Profile and strive to be positive role models of academic honesty for all students.
- All teachers are responsible to teach the students the needed Approaches to Learning skills necessary to help students become academically honest. They are responsible for providing a safe learning environment, where mistakes are a part of the learning process.
- It is the responsibility of the students to inquire and ask questions of the adults around them to help make informed decisions and avoid situations that would cause them to make academically dishonest choices.
- Parents and community members are responsible for being positive role models in the lives of their children and communicating with the student and teacher to understand the expectations and role of academic honesty.

VI. Consequences of Dishonesty

If a teacher or another staff member suspects that a student may have violated the school's policy on academic honesty, he or she will notify the IB PYP or IB MYP Coordinator. The coordinator(s) will investigate the situation and discuss the concerns with both the student and teacher involved, giving both parties the opportunity to respond to the allegations. If it is proven that inappropriate work has been submitted for assessment, the IB PYP or IB MYP Coordinator will determine whether it is a case of academic dishonesty (intentional) or academic infringement (unintentional). In either case (dishonesty or infringement), the student will participate in a conference with the IB PYP or IB MYP Coordinator, the classroom teacher and his or her parents to build an agreement to promote academic honesty. In some circumstances, the Principal or Assistant Principal will determine the outcome of the situation.

Any student who is found to be academically dishonest will receive a Behavior Referral and will not receive any credit for work determined to be academically dishonest. A second or repeat violation may affect a student's status in the magnet program.

In MYP, the student requirement to follow the Academic Honesty Policy is included in Sanderlin's Magnet Commitment Agreement, which is sent home for parent and student review and signatures on the first day of school. The Academic Honesty Policy will be available yearly on the school website.

The Approaches to Learning (ATL) skills and the Learner Profile are addressed in all classrooms and during weekly cross grade level meetings. Sanderlin Superstar Notes (PYP) may be awarded to students for recognition of the IB Learner Profile attributes, which includes development of the ATL skills. Students also have the opportunity to reflect on their development as an IB Learner to earn iTags as recognition of their growth. The school also has a Positive Behavior Intervention System (PBIS) that awards "Turtle Tokens" to students who meet our RISE expectations (Respect, Independence, Service and Excellence). All RISE expectations are connected to a Learner Profile attribute.

It is the role of all classroom teachers to set guidelines for their individual classrooms, however general school and district policies should be enforced school wide.

All PYP and MYP students should understand and recognize that they are responsible for their own work and the consequences of academic honesty will be theirs alone. Students need to communicate regularly with their teachers and ask for advice if they feel their work is not meeting the requirements and expectations of academic honesty.

VII. Pinellas County Code of Student Conduct

The Pinellas County Code of Student Conduct states that teachers "shall also record a 'zero' for each act of cheating," but other discipline could occur (including suspension, reassignment, or expulsion). (Pinellas County Code of Student Conduct, July 2019)