



MVC Academic Honesty Policy

MVC Mission Statement

Monte Vista Christian School empowers learners to achieve their highest potential through Christ-centered educational excellence by courageously engaging in God's redemptive work throughout our world.

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.

PHILOSOPHY

As learners made in the image of God, we want to exemplify those characteristics that reflect the character of God. A key component of this is to be honest and true, demonstrating integrity in all we do. This reflects the IB Learner Profile characteristic of being *Principled*. If we cannot trust the academic integrity of others, our academic enterprise is significantly hampered and undermined.

Although we create a policy to guide our actions in particular circumstances, we fundamentally believe honesty and integrity begin and end in our hearts. Consequently, we are dedicated to creating and maintaining a culture where honesty is praised and supported; we want to live with nothing to hide. The more we exemplify integrity in all we do, the more it permeates who we are and how we interact with one another.

It is for this reason that we promote, teach, and enforce the academic integrity of the work of our administration, teachers, and students.

ROLES AND RESPONSIBILITIES

Administrator and IB Coordinator Responsibility

Administrators and coordinators will strive to create and maintain a culture where visible, honest, thinking and work are encouraged and applauded. They work together to keep this academic policy up-to-date, published publicly, and taught (professional development for teachers, parent education, supporting teachers in the teaching of students), so all stakeholders understand and enforce the policy. Additionally, a shared assessment calendar will be maintained with the goal of scaffolding deadlines within grade levels. Academic leaders are instrumental in facilitating a redemptive and fitting process in cases of academic dishonesty.

Teacher Responsibility

As facilitators of the learning environment, teachers instruct students how to conduct research and to properly cite their sources. Teachers must also act as role models of academic honesty and integrity who support students with clear expectations, adequate scaffolding in time-management, as well as approaches to learning so that research skills, including those needed to credit sources and avoid plagiarism, are taught and developed. Teachers must promote the development of conceptual understanding, providing opportunities for authentic products, rich in critical thinking rather than summarized products. As enforcers of the academic policy, teachers must be diligent in checking for authenticity, using Turnitin (our plagiarism-checking software) for written work.

Student Responsibility

Students will take responsibility for the authenticity and honesty of their work. They are also instructed and expected to not tolerate dishonesty in those around them. They commit to gain a deep understanding of the material and show a true measure of personal knowledge and achievement. Students must make proper use of citation style (MLA or APA) and agree to submit work to Turnitin (our plagiarism-checking software) when assigned, ensuring that all work is authentic. When this code of conduct is not held, students must be willing to accept fitting consequences and pursue a pathway of reconciliation and recovery (both academically and interpersonally).

Parent/Guardian Responsibility

As the key support system in learners' lives, parents/guardians must talk with their children about the values of honesty in all student work, encouraging their children to promote integrity with their

peers, while recognizing the benefits of properly conducted academic research. In the case of academic malpractice, parents/guardians must cooperate with the school when their child has displayed academic dishonesty and will seek to address and correct the breach of honesty with their child.

PRINCIPLES AND DEFINITIONS

What is Academic Honesty?

- A posture of integrity in how we see and conduct our academic work because we uphold the Biblical Eighth and Ninth Commandments (You shall not steal; You shall not bear false witness). By being honest in all we do, we exemplify a life of (academic) honesty.
- Performing all *academic work* without plagiarism, cheating, lying, tampering, stealing, sharing, or receiving unauthorized or illegitimate assistance from any other person.
 - *Academic Work* refers to any act performed in connection with work required to be submitted, being prepared to be submitted, or actually submitted for academic advancement in connection with courses and programs offered by the school.
- Undertaking research honestly, always respecting intellectual property by acknowledging all ideas and work of others, including written sources and beyond, such as visual, audio, graphic, art, letters, lectures, interviews, broadcast, maps, tweets, etc.
- Showing proper conduct during exams or other assessments.
- Promoting a culture of honor that is not tolerant of academic dishonesty.

What is Academic Misconduct?

According to the IBO (Diploma Programme Assessment Procedures, 2020), academic dishonesty (or academic misconduct) includes but is not limited to:

- **Plagiarism:** representation, *intentionally or unwittingly*, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes the representation of the ideas or work of another person as one's own. Also copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source constitutes plagiarism.
- **Collusion:** supporting academic misconduct by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.

- **Duplication of Work** the presentation of the same work for different assessment components. This can include self-plagiarism where one does not give credit for earlier work completed by that same student.
- **Fabrication of Data** the manufacturing of data for an experiment or mathematical exploration or project.
- **Inappropriately Disclosing Information:** the sharing or receiving of information from another student about the content of an exam or assessment.
- **Paraphrasing Without Citation:** taking another person's ideas or words and writing them in your own words but not providing a proper citation.
- **Misconduct:** any other behavior that gains an unfair advantage for a student or that affects the results of another student. Examples of misconduct are:
 - taking unauthorized material into an examination room (such as cell/mobile phone, other electronic devices, written notes).
 - leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
 - any attempt to disrupt the examination or distract another student.
 - exchanging information or in any way supporting the passing on of information to another student about the content of an examination.
 - failing to comply with the instructions of the invigilator (proctor) or other members of the school's staff responsible for the conduct of the examination.
 - impersonating another student.
 - stealing examination papers.
 - using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper.
 - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.
 - falsifying a record, e.g. CAS.

What is NOT Academic Misconduct?

- **Collaboration:** is a process (not to be confused with collusion) in which all partner names are transparently documented with corresponding credit when an assignment is submitted.
- **Paraphrasing With Citation:** taking another person's ideas or words and writing them in your own words and providing a proper citation.

How can a student avoid plagiarism?

- Step 1: Create a bibliography or works cited page. Providing proper citation gives credit where credit is due. Depending on the course discipline, students will follow the appropriate format for citation, whether MLA (Modern Language Association) or APA (American Psychological Association).

MLA Works Cited Example Entry:

Del Castillo, Inigo. "How Not to Kill Your Houseplants, According to Botanists." *Apartment Therapy*, 29 Jan. 2020, www.apartmenttherapy.com/houseplant-tips-botanists-36710191.

APA Bibliography Example Entry:

Whitehead, M. (2019). *Teachers look at supervision - ASCD*.
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195211_whitehead.pdf.

- Step 2: Use in-text (parenthetical) citations to acknowledge original authorship.

MLA Example:

The most notorious foreign lobby is the "Sugar Mafia" (Howe and Trott 134).

APA Example:

The most notorious foreign lobby is the "Sugar Mafia" (Howe and Trott, 2019).

TRAINING AND SUPPORT FOR STUDENTS

There are multiple places where students will receive purposeful support in their understanding and practice of academic honesty. As a school, we are dedicated to not merely expecting students to be proficient in actuating academic honesty, but we also provide the training and support to be successful in living in a Principled manner.

In the Classroom

Though we believe in writing across the curriculum, much of the writing will take place in the Humanities. Our Language and Literature classes in particular will be teaching and reinforcing the principles and practices of academic writing with integrity and transparency. This begins in 6th grade and continues through high school until graduation.

For most writing assignments, teachers will employ TurnItIn (our plagiarism-checking software) to check for authenticity and proper citation. This powerful tool is not wielded primarily to catch students, but rather to teach and educate them on the proper use of sources in their writing.

Students receive consistent training throughout Middle School via our Digital Citizenship program, which occurs with workshops twice each year. When students transition from Year 3 into their freshman year of High School, students receive extensive training at the beginning of the year Bootcamp and within their ACCT periods. Explicit training in academic honesty is also provided as students go through the process of completing the Personal Project (Sophomore year) as well as the Extended Essay (Junior and Senior year).

Beyond the Classroom

The Extended Essay Coordinator and the Personal Project Coordinator serve in the roles of the Librarian. They aim to teach and support students in proper academic writing and the use of the school's digital library resources, e.g. EBSCO.

Additionally, supervisors/advisors for the Personal Project and the Extended Essay play a vital role in teaching, supporting, and overseeing student writing as it transcends a particular course. Some of this support is directly working with the students.

EBSCO, too, does remarkable work, via artificial intelligence, to support, predict, and aid student research and to provide easy and accurate avenues for citation. The platform also provides plentiful resources to support students in the use of the tool.

PROCEDURES

The overriding goal of the discipline process, which may include a Discipline Committee Hearing, is to bring restoration, shape personal learning and character, and provide for a Christ-centered educational environment. The school has the obligation and responsibility to enforce such policies out of care for its students and the school community. The administration has the final responsibility for all disciplinary action. MVC reserves the right to interpret any scenario that involves student behavior and will respond with teaching and consequences as deemed appropriate.

That said, the teacher will begin the process with the student suspected of academic dishonesty. The teacher will seek understanding rather than beginning with an accusation. It is incumbent on the teacher,

to the best of his/her ability, to ascertain whether the dishonesty was a careless mistake or something purposeful. Regardless, a teacher will explain the process of teaching the student the proper way of making their learning visible.

If a student disagrees with a teacher's assessment of his/her behavior, the student will follow the MVC Conflict Resolution Protocol (Section 11.3 in the MVC Parent/Student Handbook), which ensures consistency, fairness, and student support in the process. If no resolution is reached, an administrator will review the issue. Assuming the review process produces no new evidence or recommendations, the teacher's original decision will be honored.

Consequences of Academic Misconduct

Cases of academic dishonesty are automatically registered as a Level 1 Infraction (see the MVC Parent/Student Handbook). In all cases, teachers and/or administrators will contact parents, provide training, and work with the student to address the conduct and provide the opportunity for wiser choices.

In Middle School, this is the playground and learning arena for all things academic. Academic honesty is emphasized and taught continually. Breaches of academic dishonesty are seen primarily as learning opportunities. With each instance of academic dishonesty, a student will be given a verbal warning with teaching about what occurred and how it can be avoided in the future. The student will also receive a written warning (referral) and parents will be informed. If there continues to be a pattern of academic dishonesty, further remediation will be pursued including an Accountability Agreement.

In High School, apart from egregious breaches of policy, a first time offense will be seen primarily as a tremendous opportunity to learn an important lesson in academic honesty. The student will receive training, a verbal warning, a written warning (referral), and an expectation that they rectify the wrong in order to receive credit. For a second offense, consequences will include a parent conference, a referral, additional training, the potential of a detention, and the rectifying of the wrong. Upon a third offense, all of the above will occur including the student will be given an Accountability Agreement that delineates the severity of another offense with possible future ramifications. After a fourth offense, depending on the severity of the offenses, a student and the cases will be brought before a Discipline Committee Hearing at which point they might be recommended for withdrawal from the school. Repeatedly disregard academic honesty can result in contacting colleges/universities about a student's academic misconduct.

Importantly, because we want a student's academic grade to be an accurate reflection of their learning, students will be required to correct and resubmit the assignment without a grade penalty for academic dishonesty. Consequences, other than correcting the assignment, will be applied outside the formal classroom setting.

RESOURCES

[Diploma Programme Assessment Procedures \(2020\)](#)
[IB Academic honesty in the IB educational context \(2014\)](#)
[IB Academic integrity \(2019\)](#)
[American School of Milan Academic Honesty Policy](#)
[Tamagawa Academy Academic Honesty Policy](#)
[Viborg Katedralskole Academic Honesty Policy](#)
[White Rock Christian Academy Academic Honesty Policy](#)
[United Nations International School Academic Honesty Policy](#)
[IB Slide Resource](#)
[MVC Parent/Student Handbook](#)

POLICY REVIEW PROCESS

The Academic Honesty Policy will be reviewed and revised every other year by a team of principals, IB coordinators, and lead teachers. All proposed changes will be brought before the Cabinet (school leadership).

Last reviewed: March 2021