



## Sections of this policy

- I. Rationale and purpose of this policy**
- II. Details and advice on areas of responsibility**
  - A. Students**
  - B. Teachers**
  - C. School**
  - D. Parents and Guardians**
- III. Measures taken to provide education and support for students**
- IV. Expected behaviors and examples of appropriate and inappropriate practices**
- V. Procedures for recording, reporting and monitoring**
- VI. The rights of the student and consequences of academic misconduct**
- VII. The review of this policy**

### I. Rationale and purpose of this policy

As members of the community of IB World Schools, we are committed to the development and support of the IB Learner Profile in teachers, students, faculty and staff. These traits, which describe the qualities shared by internationally-minded persons, are supported by engaging in work that is academically honest. We expect our students to be:

- *Inquirers* who acquire the skills necessary to conduct inquiry and research
- *Knowledgeable* regarding the definition of academic honesty
- *Thinkers* who apply their knowledge to make ethical decisions
- *Communicators* who work effectively and willingly in collaboration with others.
- *Principled* and act with integrity and honesty, while also taking responsibility for their own actions and the consequences that accompany them.

This policy sets forth the structures that support academically honest behavior in our schools. It is based in both IB expectations for student conduct, as set forth in *Academic honesty in the IB educational context* (2014) and the Montgomery County Public Schools (MCPS) [Student Code of Conduct](#).

Within this policy, the following key terms are used to describe some examples of potential academic misconduct. Academic misconduct is not, however, limited to these areas.

- Cheating
- Plagiarism
- Collusion

## II. Details and advice on areas of responsibility

### Students

[A Guide to Student Rights and Responsibilities](#) is published annually and provided to all students. This document is available online in English and in a range of other languages, including (LINK TRANSLATIONS here). Students’ rights to educational opportunities are broadly outlined in this document, but it also makes clear that students are responsible for engaging in their work in an academically honest way.

### Teachers

Teachers are responsible for familiarizing students with correct procedures for academic honesty, and problem-solving with students who violate those procedures.

### School

Schools are responsible for educating students about academic honesty, and for following up with breaches in a fair and equitable manner.

### Parents and Guardians

Parents and guardians are responsible for reviewing the Guide to Student Rights and Responsibilities with their children, and encouraging their children to be academically honest.

## III. Measures taken to provide education and support for students

Our schools implement curricula that are aligned to the [Common Core State Standards for Literacy and the English Language Arts](#). These standards describe a continuum of learning experiences that contribute to students’ development in grades 6-10. The Standards set forth goals for student learning in the areas of research, writing, reading and interpreting text in all subjects. Research and writing skills are therefore embedded throughout the teaching of all subjects and considered the responsibility of all teachers.

Among other skills, the Standards require that students “gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism” (CCSS.ELA-LITERACY.CCRA.W.8). Teachers in all subject areas work collaboratively to teach the necessary Approaches to Learning skills that students apply in order to meet these curricular goals.

## IV. Expected behaviors and examples of appropriate and inappropriate practices

Expected behavior	Appropriate practices	Inappropriate practices
-------------------	-----------------------	-------------------------

Students will correctly cite sources.	Students paraphrase ideas found in another source, place quotation marks around quoted material, and credit sources in a works cited document.	Plagiarizing ideas from other sources, failing to acknowledge sources of information (including images), copying and pasting directly from the Internet.
Students will collaborate appropriately following the expectations of the class.	Students communicate ideas and share workload when directed to do so.	Copying work from others; telling other students information about an assessment.
Students will attend school except in cases of lawful absences.	Students arrange with their teacher to complete make-up work within the expected timeframe.	Missing school on the day of a test or due date of an assignment in order to gain an advantage or to provide additional time for work or study.

## V. Procedures for recording, reporting and monitoring

Student information on academic and disciplinary matters is confidentially maintained using a system called MYMCPS, which provides authorized users with information on students' past academic performance, demographic and contact information. Teachers, staff and administrators may choose to record contacts with students and parents using the student's communications log. Disciplinary actions are confidentially maintained using a separate part of this system visible to school administrators and leadership.

## VI. The rights of the student and consequences of academic misconduct

The MCPS *Student Code of Conduct* provides a framework for schools implementation of discipline expectations that provides five levels of possible responses to student misconduct.

- *Level 1* - Classroom and Teacher-led Responses
- *Level 2* - Teacher-led/referred and Administrative Supported Responses
- *Level 3* - Administrative Supported and/or Removal Responses
- *Level 4* - Administrative Supported, and Short-Term Out-of-School Exclusionary Responses
- *Level 5* - Long-term Administrative Supported, Out-of-School Exclusionary, and Referral Responses

An extensive explanation of the range of possible consequences covered by each of these levels can be found in the 2016-17 *Student Code of Conduct* (8-9).

Two types of academic dishonesty are outlined in the Code of Conduct. The first, “plagiarizing, such as by taking someone else’s work or ideas (for students in Grades 3–12); forgery, such as by faking a signature of a teacher or parent/ guardian; or cheating. Sharing or otherwise distributing information contained on assessments or other graded work” is designated as requiring a level 1 or 2 response (15). The second “tampering with, or assisting another to tamper with, the MCPS computer network or exams” requires a minimum level 2 response, and may rise as high as a level 5 consequence, depending on the severity of the incident.

In addition to behavioral consequences outlined in the Student Code of Conduct, [MCPS Regulation IKA-RA Grading and Reporting](#) states that if a student engages in academically dishonest behavior, the teacher may assign a zero. A Guide to Student Rights and Responsibilities “

## VII. The review of this policy

This policy was last reviewed and revised in fall 2016.