

# Mark Twain Elementary School

## Academic Honesty Policy

This document outlines the understanding and implementation of academic honesty at our school. It aims to state the importance and purpose of principled integrity, define responsibilities, articulate our practices and clarify consequences. This policy reflects the attributes of the IB Learner Profile that Mark Twain strives to develop and are inherent in Mark Twain’s Mission Statement:

*Mark Twain is a community of life-long learners, built upon a collaborative spirit that fosters inquiry-based learning. Our purpose is to promote and develop responsible, active, and reflective citizens of the world.*

Our practices employ the tools provided by the PYP curriculum framework – specifically,

- the **Learner Profile attribute of 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.*
- the **Key Concept of Responsibility** – *the understanding that people make choices based on their understanding, beliefs and values, and the actions they take as a result do make a difference.*
- the **Approaches to Learning** – *self-management, social, communication, thinking and research skills - an integral part of an IB education complementing the Learner Profile, knowledge, conceptual understanding, and inquiry.*

All teachers realize the role they play in modeling conscientious and ethically minded behavior in ourselves. To this end, our practices promoting academic honesty are interwoven throughout all aspects of our school community - in the classrooms, public areas, professional development, and the community’s extracurricular events.

### Practices, Roles and Responsibilities

| Teachers  | Students   | Parents   |
|---|--|---|
| Define academic honesty, intellectual property, plagiarism and authentic authorship       | Nurture our curiosity by developing skills to pursue our questions | Understand the school’s standards of academic honesty   |
| Provide research guidelines using Independent Investigation Method, a school wide process | Work independently and with others                                 | Model and provide consistent reminders about the importance and meaning of academic honesty – acting with integrity and taking responsibility for one’s actions and their consequences. |
| Encourage development and articulation of student’s ideas                                 | Learn how to collaborate respectfully                              |   |
| Teach how to synthesize, summarize and paraphrase correctly                               | Recognize the work and efforts of others                           | Promote student agency by encouraging student initiative, taking ownership of their work, and developing in students a strong sense of self-efficacy                                    |
| Instruct ethical use of sources   | Acknowledge the work and efforts of others                         |   |

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|---|---|---|
| Teach age appropriate citation of sources – primary and secondary, text, internet.  | Adhere to classroom’s essential agreements for group work                         | Support the ethical use of sources  |
| Provide examples of the grade level’s model of citation of sources  | Cite the sources of information that are used according to grade level guidelines | Promote the practice of honest academic behavior as a life skill                    |
| Explain difference between legitimate and unacceptable collaboration, as regards to timing and intent.                      | Learn to synthesis, summarize and paraphrase in our own words                     | Support the school policy regarding consequences of unethical decisions and actions |
| Create essential agreements for group work  | Develop and hone our critical thinking skills                                     | Communicate concerns to the school in a timely manner                               |
| Develop age appropriate grade level pledge or declaration of academic honesty   | Employ our creativity   |   |
| Inform community on action taken upon finding a situation of a student’s misuse or malpractice                              | Take responsibility   |   |
|   | Exercise initiative in making reasoned ethical decisions                          |   |
|   | Act with integrity  |   |
|   | Practice honesty  |   |
| Adhere to District policy regarding education technology, data, internet security and safety, copyright laws and compliance | Honor classroom pledge  |   |
|   | Understand consequences of unethical decisions and actions                        |   |

### Grade Level Citation Requirements

Teachers use Mark Twain Citation Template, <http://citationmachine.net>, <http://www.mybib.com>, and <http://bib.net> as resources. Each grade level decides on age-appropriate modifications. 5<sup>th</sup> grade requires MLA documentation style.

### Consequences of Unethical Decisions and Actions

All partners – students, teachers, counselor, administrators, and parents - play a role in determining and implementing the consequences for unethical decisions and actions. The first step is to investigate and substantiate the suspicion or offense. As an elementary school, we prefer to manage most feedback within the classroom. However, administrators and counselors will be called upon, as needed, to emphasize the seriousness of the situation or provide the teacher with greater support.