Academic Honesty Policy

Rationale

The Boerum Hill School for International Studies firmly believes in academic honesty as a principled practice of learning for the promotion of growth as a global citizen within our community. Academic honesty must be a component of a core set of standards that guide each and every member of our student population as they advance from year to year within our program. Our expectation is that students at the Boerum Hill School for International Studies exhibit traits of the IB Learner Profile at all times to advance both as individuals and as members of the global community.

We hope that each student will practice scholarship in collaborative and thought-provoking ways. Collaboration involves the sharing and discussing of ideas, and sharing work on problems and tasks in class. Discussing an idea and then each writing independently about the ideas discussed is collaboration. In contrast, one student writing down discussed ideas while another student copies is not collaboration but is considered collusion. While collaboration is encouraged in our classes, most formative and all summative assessments involve a considerable amount of independent work, and students must be wary of collusion when collaborating. Each student should have a strong appreciation for all aspects of academic honesty as well as a comprehensive understanding of what academic dishonesty is, the consequences for malpractice, and the prevention of such infringements. Each teacher should review academic honesty guidelines with students and ensure that students understand necessary information and media literacy skills (as outlined in the Approaches To Learning), including how to properly select sources, paraphrase, and create references and citations in order to avoid any and all forms of plagiarism.

Education

In order to promote academic honesty and educate students on the ethical use of information, Theory of Knowledge students will begin their 11th grade year by holding an academic honesty seminar in every Language & Literature class, from grade 6 through grade 12. Teachers are expected to continually reinforce this learning, across all subjects and classes, during the year.

BHS Honor Code

This code, as drafted by 11th grade BHS students in 2016 and compiled by the DP Coordinator, should be shared with all students each year:
At BHS, we believe that education should be about learning and understanding, not passing. When one takes credit for the work of others – no matter the motivation – it is an indicator that one has not learned. This is the driving force behind our honor code.

At the same time, academic honesty should be fair. Cheating and plagiarizing are unfair to the person who worked hard in order to pass, and one shouldn’t get credit for what one didn’t do.

This doesn’t mean that we can’t work together, when appropriate. We know that in some cases, as communicated by our teacher, we need to complete our work on our own. When we study together, though, we need to make sure that we are guiding our study partners through learning and not simply giving them correct answers. Furthermore, during group work, both teachers and students should do their best to be aware and communicate with each other about who is responsible for what work in a group project.

Definitions of Central Terms

**Academic Honesty** – A set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. This is further defined as respect for the intellectual property of others and submission of only authentic pieces of work with the ideas of others fully acknowledged through appropriate citations.

**Plagiarism** – Taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one’s own.

**Copying** – Taking work of another student, with or without his or her knowledge, and submitting it as one’s own.

**Collusion** – Helping another student to be academically dishonest, including but not limited to: offering work to be copied or duplicated, sharing materials on formative assessments of any kind and/or projects, papers, or summative assessments.

**Intellectual Property** – Includes different forms of property rights, such as patents, registered designs, trademarks, moral rights and copyright. Forms of intellectual and creative expression must be respected and are protected by law.

**Citing Sources**

At BHS, we prefer the Modern Language Association (MLA) style of citation for outside sources used for research. Therefore it is our belief that our students are best served by learning the fundamentals of this citation system. Students or teachers who would like more information
about citing sources in MLA format, rules and regulations, and works cited pages should refer to Purdue’s Owl at: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Basic citations for common sources include:

**Books in print (one author)**
A book with a single author’s name appears in last name, first name format. The basic format for a book citation is:

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.


**Books in print (multiple authors)**
The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Example:

**Websites**
It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. MLA no longer requires a URL to be included, but the information below is necessary. Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL (or DOI or permalink) Date of access.

Examples:

**Online Articles**

**An Article in an Online Scholarly Journal**
For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

**Article in an Online-only Scholarly Journal**
MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, indicate the URL or other location information.

Example:

**Article in an Online Scholarly Journal That Also Appears in Print**
Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the URL and the date of access.

Example:

**Turnitin.com**
Students are encouraged by instructors to utilize turnitin.com whenever appropriate and/or possible. Turnitin.com alleviates any question or doubt that a student may have participated in academic dishonesty, and is integrated into ManageBac. The system electronically identifies work that has been quoted, researched, or paraphrased within
the student’s submission while also allotting teachers and classmates the opportunity to offer feedback regarding their work.

**Disciplinary actions in the event of an academic infraction**

As a community we take academic dishonesty very seriously, but we also understand that not all academic infractions are created equal. If and when a case of academic dishonesty should occur, the student(s), parent(s), teacher(s), and administrator(s) will come together to determine the severity of the act, including whether it is a repeat infraction, and the consequence that will follow.

In cases where Student A copies the work of Student B, both students will receive consequences unless the teacher can prove beyond a shadow of a doubt – through interviews, etc – that Student A did the copying and that this copying occurred without the knowledge of Student B. If this is possible, then only Student A will receive consequences.

In the event that the student is found to be participating in academic dishonesty, a grade of zero will automatically be given and parents will be notified. If this is a first infraction in a student’s time at The Boerum Hill School for International Studies, a re-do of the assignment will be given with a reasonable deadline and added length or additional components. Administration, in conjunction with the teacher, will also enforce consequences that are mandated within the NYCDOE Disciplinary Code including:

For first time infractions:
- Student-teacher conference
- Parent conference
- In-school disciplinary actions (e.g. detention, exclusion from extracurricular activities or communal lunchtime)

For repeat infractions:
- Student-teacher-guidance/administration conference
- Parent conference
- Review before a panel made up of students and teachers
- Principal’s suspension for 1-5 days
- Superintendent’s suspension
- Student’s grade may be impacted
- Possible failure of course
- Possible removal from being a DP candidate
In cases of academic malpractice involving official IB assessments that have not yet been submitted to the IB, students may attempt to re-do the assessments with their own work. Teachers are not permitted to submit work to the IB that they suspect may not be the original work of the candidate. Students should be aware that cases of academic malpractice caught by the IBO can result in the loss of the student’s diploma. Neither BHS nor the IBO are liable for any financial implications thereof.

**Note on Policy Review Process**

This Academic Honesty Policy—like our Language Policy, Assessment Policy, and Inclusion Policy—was created through a careful review process, and undergoes annual revision. It is a working document, meaning that we keep it up to date with the needs of the student population and in line with national and local legislation. Jacquelyn Son, our former school librarian, drafted this policy in November 2014 in accordance with the IB policy guidelines (as presented in *MYP: From principles into practice September 2014-January 2015*). The draft underwent careful review and revision by BHS’s MYP Coordinator, teachers, students, and other stakeholders that year. In 2016, the policy was revised by the DP Coordinator designate (with reference to *DP: From principles into practice*) and the 11th and 12th grade students, and reviewed by the Cabinet, administration, and other stakeholders. Each year, including in summer of 2019, the policy is updated and approved, with any final edits, by the school administration, IB Coordinators, the school librarian and guidance counselor, and then made available to the entire school community. Annually, it is evaluated for its effectiveness and to ensure that it is accurate and up-to-date.