



RICHARD MONTGOMERY HIGH SCHOOL

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International Baccalaureate Academic Honesty Policy

Richard Montgomery High School Mission Statement:

In order to prepare students to live in and contribute to a changing world and engage in active, lifelong learning, Richard Montgomery High School provides a balanced, varied school curriculum designed to meet the academic, cultural and social needs of individuals from the diverse backgrounds of our community.

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 International Baccalaureate Organisation 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.

IB Learner Profile:

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be;

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

BALANCED

We understand the importance of balancing different aspects of our lives--intellectual, physical, and emotional--to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Academic Honesty:

Per IBO guidelines as stated in the Diploma Programme Assessment Procedures (A5.1 Policy):
The IB requires that every IB World School offering the DP must have a policy to promote academic honesty. This policy must be shared with DP candidates and their legal guardians when they begin the programme and must be followed up with reminders at regular intervals throughout the two years of the programme.

To that end, the following document outlines and explains the Richard Montgomery High School's International Baccalaureate Diploma Programme Academic Honesty Policy. Our goal is to ensure that students, teachers, and family members have access to and understand what constitutes academic honesty and misconduct and what it means to be a principled student in the Richard Montgomery High School IB Programme. All of the information has been gathered from key IBO documents: Academic Honesty in the Diploma Programme, Diploma Programme Assessment Procedures, The Diploma Programme: From principles into practice. (All text in italics is from IBO documents.)

The IBO defines academic misconduct as *“behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students)”*

The following categories of “academic misconduct” have been defined by the IBO:

Plagiarism: *the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The IB uses plagiarism detection software to identify when this occurs. All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work they may submit for assessment by using a standard style of referencing*

Collusion: *supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.*

Misconduct: *during an IB examination includes taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.*

Communication about the content of an examination: *24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.*

Duplication of work: *is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements*

Other forms of academic misconduct (A5.2.3, Diploma Programme Assessment procedures):

- *duplicating work to meet the requirements of more than one assessment component*
- *falsification or inventing fictitious data for an assignment*
- *taking unauthorized material into an examination room (this poster gives details)*
- *disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance*
- *exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination*

- *failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination*
- *impersonating another candidate*
- *theft of examination papers*
- *disclosure or discussion of the content of an examination paper with a person outside the immediate school community within 24 hours after the examination*
- *use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.*

What do we do as a community of teachers and learners to ensure that everyone adheres to the Academic Honesty policy?

Students

Students will be required to be familiar with the academic honesty policy and demonstrate their understanding of it through appropriate academic behaviors. If students have questions or concerns about the policy, they must seek guidance from teachers, counselors, or administrators to make sure that best practices are being adhered to by all members of the community. Students will be expected to sign the honor code.

Teachers

Teachers will provide consistent guidance pertaining to proper citation and will reinforce the meaning of academic honesty in his or her discipline. Teachers will be clear about expectations and redirect students who have misunderstood policy expectations.

School

The school will publish the academic honesty policy and make sure it is available to all stakeholders electronically and, if requested, on paper. Resource Teachers, counselors, Programme Coordinators and administrators will ensure that all students, teachers, and parents understand the policy and its implication.

Parents

Parents will sign their child's honor code to verify that the parent understands expectations regarding academic honesty and misconduct. Parents will encourage their children to seek guidance and self-advocate regarding issues surrounding academic honesty all the while reinforcing the necessity and importance of being reflective about conduct and principled in behaviors.

The following list of behaviors are also considered forms of academic dishonesty:

1. *Looking on someone else's paper during a test or quiz.*
2. *Telling someone who has not taken a test or quiz what the questions or problems are.*
3. *Asking someone who has taken a test or quiz what the questions or problems are.*

4. *Talking to other students or with adults on a take-home exam or project when the teacher has asked that work be completed independently.*
5. *Hiding notes and referring to them during a test or quiz.*
6. *Sharing your paper during a test or quiz.*
7. *Using signals during a test or quiz to indicate answers to someone else in the room.*
8. *Using cell phones to text information from a test or quiz or taking pictures of testing material.*
9. *Tampering with an instructor's records or grades.*
10. *Misrepresenting the submission of information about events, hours, level of participation or other data regarding the Creativity, Activity, Service component of the programme.*

First instance

1. The student will receive a zero on the assignment.
2. The teacher will contact the Magnet Coordinator.
3. The teacher will contact the parent/ guardian.
4. The Magnet Coordinator, DP Coordinator, and the IB Student Support Assistant will meet with the student and parent/ guardian to review the academic progress of the student.

Second instance

1. The student will be administered the consequences as outlined in the first offense category.
2. When repeated infractions occur, parents and students will be counseled by the Magnet Coordinator, guidance counselor, and the DP Coordinator to determine if the RM program is a proper placement for the student.

Attendance Practices

Reasons for absenteeism must be explained in writing by parents or guardians and given to the attendance office according to [MCPS policies](#). Make-up work or assignments and tests assigned during a legitimate absence will be accepted following the guidelines and the MCPS Attendance and Grading and Reporting Policy ([specifics can be found here](#)). In addition,

1. Teachers will notify the Magnet Coordinator if a student is absent three or more times monthly.
2. Teachers will notify the Magnet Coordinator if a student demonstrates strategic absenteeism, or the practice of repeatedly missing days on which assessments are due or taking place in class.

Consequences for strategic absenteeism:

First instance

- Teachers will notify the Magnet Coordinator if there is a pattern of absences on due dates or assessment dates. The Magnet Coordinator will meet with the student and parents.

Second instance

- Teachers will notify the Magnet Coordinator if the behavior continues. A late grade penalty will apply to the assignments or assessments in question, not to exceed 10% of the points possible. The Magnet Coordinator will speak to the students and parents.

Regarding long-term assignments:

In the event that a long-term assignment has been given and the student is absent on the due date, unless there are extenuating circumstances that have been shared with the teacher and Magnet Coordinator, it is the student's responsibility to make sure the assignment is turned in on the due date via e-mail, another student, or a parent dropping off the assignment in the main office.

Please read and sign the Student and Parent Academic Honesty form.