



## Academic Integrity Policy ~ 2020-2021

### Philosophy and Beliefs

We believe that academic honesty is fundamental to accurately communicating and facilitating a student's acquisition of knowledge, understanding of concepts, and mastery of skills to the students themselves, parents, and teachers of our school community.

### Standards and Practices

Standard: Culture through policy implementation (0301)

Practices:

Culture 3: The school implements, communicates, and regularly reviews academic integrity policy that creates cultures of ethical academic practice (0301-03)

Culture 3.1: The school implements and reviews an integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions.

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals; honesty, trust, fairness, respect, and responsibility.

Culture 3.4: The school ensures that relevant support materials, resources, and structures related to the academic integrity policy are implemented.

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair, and consistent.

### Purpose

To ensure that our students are knowledgeable and are demonstrating integrity in all aspects of their work in the school and within their community. We encourage our students to express themselves confidently and creatively. When researching, students are taught essential media literacy skills along with responsibilities of citing sources and avoiding plagiarism. We believe that creating a culture of academic honesty is the responsibility of all members of the Dailey community. Teachers will not only teach academic honesty but will also model good practice. Administrators will support them in this effort. Parents also have a role to play by becoming informed of the expectations placed on students and supporting these practices. Together, all community members, working under the same understandings, will create an environment that promotes academic honesty. This policy promotes good practices and provides assistance in understanding and following the academic honesty policy and

### Definition of Academic Honesty

At Dailey Charter Elementary, academic honesty is the result of students having integrity and ownership of their own work. We consistently encourage and model embracing the International Baccalaureate Learner Profile. We encourage our students to express themselves confidently and authentically. When researching, students are taught essential media literacy skills along with responsibly citing sources and avoiding plagiarism. The citing of sources is scaled through the school and coincides with the literacy skills of each grade level. Those who demonstrate academic honesty are principled. The work we present is a result of our own knowledge. We appropriately cite the work others have done by quoting or paraphrasing appropriately.

### Definition of Academic Misconduct

This is behavior that results in, or may result in, the student gaining an unfair advantage in one or more assessment components. Academic Misconduct includes:

- Plagiarism: The representation of the ideas or work of another person as the candidate's own.
- Collusion: Supporting misconduct by another candidate, such as allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: the presentation of the same work for different assessment components

## Student Responsibility

Students demonstrate being:

- Principled: Always ensuring work is your own and recognizing the work others have done by quoting or paraphrasing. Ensuring that all work submitted is authentically yours.
- Risk-Takers: Trying hard to complete tasks independently, even if you are not sure you will get it right.
- Knowledgeable: Knowing and using the best practices to promote academic honesty.
- Creative: Being creative in your work and the resources that you find.
- Responsibility: Always ensuring work is turned in on time and is done to your best ability.
  - \* Students work individually unless otherwise instructed, they realize the difference between individual work and group work.
  - \* Students give credit to other people working in the group.
  - \* Students are expected to work together, to recognize and encourage contributions of others in the group.
  - \* Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work.
  - \* When a product is required from a group, the product should reflect each member's contribution.
  - \* Each student is capable of reflecting on his or her participation and the participation of other members of the group.
  - \* Students will always appropriately give credit to any outside research used to inform their product.
  - \* Students must also recognize that any behavior or activity that gives them unfair advantage goes against the school's and IB's philosophies. Activities like this include the following:
    - ◇ Sharing an assignment with a peer when the assignment is an individual one
    - ◇ Deliberately missing an assignment without a valid excuse

5th Grade Exhibition: Ensuring that all work submitted for assessment is authentically theirs; fully and correctly acknowledging the work and ideas of others.

## Teacher Responsibility

- Teachers raise awareness of academic honesty and directly teach students ethical practices.
- Teachers support and act on the school's policy on good academic practice and provide students with advice whenever necessary.
- Teachers act as good role models, creating inquiry-based assessment tasks where creativity is encouraged and where the use of information helps to solve a problem.
- Teachers design assessment criteria that value(s) and reward(s) the work required, not only the result.
- Teachers will instruct on ways to acknowledge others— students will learn to use quotation marks to mark other's words and paraphrase using age-appropriate citations.
- Teachers will model and prioritize reflection in the learning process: reflective writing about the types of sources used and why, the variances in primary versus secondary sources, and the proper way to paraphrase and give credit.
- During Exhibition, administration or a professional librarian will hold a workshop for fifth grade students on academic honesty before scholars embark on their exhibition projects.

## School Responsibility

- Dailey will ensure that the Academic Honesty Policy is followed by all and that teachers pass on skills to students.
- Dailey will outline clear expectations and consequences for academic dishonesty.
- Dailey will support and encourage students, teachers, and parents by modelling academic honesty, personal and professional integrity.
- Dailey will recognize the importance of reviewing this Academic Integrity Policy and make revisions to the policy and teaching and learning practices as needed

## Parent Responsibility

- Encourage academic honesty and support their child by modelling personal integrity.
- Support agency and ownership of learning by allowing student to complete and turn in authentic work.

Note: Parents completing and submitting work on behalf of students goes against our definition of academic honesty.

## Consequences for Showing Academic Honesty

- When you are honest, your teacher will know that you are an honest, responsible and principled student. This means people will know you can be trusted.
- When you are honest, the people whose ideas you borrowed will get the recognition they deserve. By acknowledging their ideas and showing you have used their words, you show them respect.
- When you are honest, people who read or listen to your work will know how much reading and research you have done to become more knowledgeable. Others will be impressed by how well you have picked out important ideas and facts.

## Consequences of Academic Dishonesty

- When you are dishonest, the person whose ideas you borrowed will not get the recognition they deserve.
- When you are dishonest, you may be accused of being untrustworthy. It may be more difficult for you to gain people's respect.
- When you are dishonest, if your teacher finds out you have used someone else's ideas without saying so, you may get a lower grade for your assignment or you may be asked to do the assignment again.
- If you do not show academic honesty when you are older in an examination or test, you may not receive the qualifications you need.

As an elementary program, first and foremost we are concerned with the development of the whole child. Each child is unique, and disciplinary infractions are handled with the whole child in mind, inclusive of their individual circumstances. Ultimately our responsibility in handling infractions involving academic integrity is to support a child in making better decisions in the future, and helping the child understand and internalize the importance of academic integrity, so their good choices become intrinsically driven.

Although we expect our students to choose, act and reflect in an ethical manner, students must also understand that there are consequences for unethical behavior.

## Examples of Consequences

- **First Offense:**
  - Student will be asked to redo the work.
  - Parents will be informed.
  - A conference will held if deemed necessary.
- **Second Offense:**
  - Student will redo the work but will not receive a grade for it.
  - Student will have on-site conference with an administrator.
  - A conference will be held with parents.
- **Third Offense:**
  - Student will receive no credit for the work.
  - Student may have further sanctions, which will be decided by the school's administration.

The school recognizes that there are different levels of severity regarding academic honesty.

## Policy on Review

The policy will be reviewed every year by leadership team and teaching staff.

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**Signed off by:** Jeanne Pentorali (Executive Director)

**Reviewed:** October, 2020

**Next Review Date:** October, 2021

Academic Integrity Checklist

- ⇒ Culture 3: The school implements, communicates, and regularly reviews academic integrity policy that creates cultures of ethical academic practice (0301-03)
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- ⇒ Culture 3.4: The school ensures that relevant support materials, resources, and structures related to the academic integrity policy are implemented.
- ⇒ Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair, and consistent.

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