

Agassiz Elementary School International Baccalaureate*

Primary Years and Middle Years Programme

Academic Integrity Policy

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**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.*

Section 1: Introduction

Our Mission

Our promise is to provide a nurturing and rigorous learning environment. We will instill within our students a love of learning by identifying their positive distinctions through academics, the arts and athletics. We empower students to be responsible, contributing members of an international community.

Our Vision

As a result, Agassiz students strive to be life-long learners who are persistent problem solvers, are inquisitive about the world, have a strong sense of self, and articulate their thoughts, feelings, and ideas through ongoing reflection.

Agassiz students strive to be empathetic by understanding different perspectives while being mindful of their unique viewpoint.

Agassiz students strive to be caring and principled, and to possess a foundation of knowledge that enables them to build a more peaceful world.

What is Academic Integrity

According to the International Baccalaureate Organization (IBO), academic integrity “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work” (p.3) Each student will demonstrate integrity in their participation in each unit of inquiry by producing authentic work. Teachers will provide students with the ongoing support to develop a students’ understanding of academic integrity. Students will demonstrate their understanding of academic integrity through the creation of authentic work, as well as the acknowledgement of additional sources and research in the production of original work.

Academic Integrity Philosophy

Agassiz Elementary School strives to develop within students a sense of integrity and pride in all they do. Our academic integrity philosophy places students at the center of their learning experience and allows for them to exemplify the International Baccalaureate (IB) learner profile attributes of being thinkers, knowledgeable, caring, communicators, and principled. From the start of their Primary Years Programme (PYP) journey, and throughout their Middle Years

Programme (MYP) journey, Agassiz students are encouraged to demonstrate their unique perspective, ideas, and learning experiences using a variety of mediums and modalities. Teachers and staff work with students to ensure they are aware of the importance of these five fundamentals:

- **Honesty**: actively producing authentic work and putting forth their best effort.
- **Trust**: seeking teachers, parents/guardians, and peers for support and feedback throughout their educational journey.
- **Fairness**: Considering all perspectives when making decisions
- **Respect**: Recognizing good academic research and citing the work of others, which furthers gives credibility to one's original work.
- **Responsibility**: Taking responsibility for one's individual and group work.

Academic Integrity Policy Development and Annual Review

Our academic integrity policy was developed in collaboration with Agassiz teachers and staff, who considered the developmental continuum when identifying the ways in which we will foster within students ownership in their learning throughout their IB journey. This policy is designed to both define and outline for students, parents, teachers, and the learning community the expectations associated with being principled and the development of authentic work. In addition, Agassiz teachers and staff have identified the social-emotional and academic supports necessary to ensure students can succeed at each milestone of their IB journey.

This policy will be reviewed and updated annually by Agassiz teachers and staff using feedback from various stakeholders in our school community. This policy will also be discussed with students during the first quarter of each school year by the classroom teachers, the school librarian, and the IB Coordinators. Lastly, the policy will be shared with the school community on the school's website.

Section 2: Responsibilities related to Academic Integrity

Academic integrity "is the responsibility of all schools, teachers, and students in IB programmes and must be developed across the curriculum as part of a school's approaches to learning." (IBO p.76). Parents and guardians also serve a critical role in supporting students in their IB journey. Therefore, academic integrity is dependent upon the shared responsibilities of the various stakeholders below.

- Produce authentic work, including assignments, homework, projects, and assessments.
- Collaborate and share responsibility for group assignments.
- Cite the use of outside sources using Modern Language Association (MLA) format.
- Seek assistance when learning to cite sources.
- Acknowledge and articulate the help received from parents, older siblings, friends, and group members on all work.
- Reflect on the individual contributions of each member of a group, as well as the performance of their shared collaboration.

Parent/Guardian Responsibilities

- Encourage students to seek assistance from teachers when having trouble with completing assignments, homework, and projects at home.
- Establish open communication with their child's teacher(s) regarding expectations around completion of work at home.
- Emphasize the importance of their child(ren) creating authentic work.
- Allow students to complete all assignments, homework, and projects at home independently*.

Teachers and Staff Responsibilities

- Model for students, academic integrity in their own work.
- Develop the necessary skills and mindset to ensure students learn how to incorporate outside sources in their original work.
- Explicitly teach and model the use of citations with MLA formatting.
- Check submitted work for academic integrity.
- Communicate with parents/guardians and IB coordinator about supports needed to ensure students uphold academic integrity.
- Monitor and document communications with all stakeholders regarding students who need additional support developing authentic work.

IB Coordinator Responsibilities

- Model academic integrity across the school community.
- Support teachers in identifying developmentally appropriate opportunities to increase students' awareness and understanding of academic integrity.
- Provide professional development on academic integrity in the Primary Years Programme.
- Support students to develop the necessary skills to practice academic integrity in their lives.

Administration Responsibilities

- Model academic integrity across the school community.
- Providing additional professional development opportunities for teachers and staff on academic integrity.
- Supporting students, teachers, and parents/guardians in the event of academic dishonesty.

*Students in Pre-Kindergarten through second grade may require support from adults when completing authentic work. Parents/Guardians are encouraged to allow their children to express their own original thoughts and ideas, to complete work on their own to the greatest extent possible, and to support students in the process by providing the appropriate scaffolds, which may include visual supports, modeling, and dictation of the child's ideas.

Section 3: Primary Years and Middle Programme Guidelines

Academic Integrity in the PYP and MYP

The IBO states that academic integrity "is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection" (IBO p.2) Within the PYP and MYP, we strive to assist students in taking personal responsibility for their learning while developing the necessary approaches to learning (ATL) skills that will help them be successful. Agassiz teachers and staff also provide students with concrete examples of academic integrity throughout their IB journey.

The ATL skills include:

Self-Management Skills

- With teacher guidance and support, begin to organize research and information.
- Take notes using your own words and demonstrate one's ability to paraphrase.
- Managing deadlines and due dates using a variety of organizational tools, including a calendar, an agenda notebook, or a process journal.

Social Skills

- Work collaboratively with others to share information and learn from one another.

Research Skills

- Look for and read books, print materials, and digital resources in order to gain new information.

Thinking Skills

- Integrate and synthesize information from a variety of sources to form new, independent ideas.

- Understand that plagiarism and copying are forms of academic dishonesty.

Communication Skills

- Communicate new learning in their own words.

5th Grade PYP Exhibition

The culmination of the PYP is expressed in the 5th grade exhibition, which reflects the learning and growth of an IB learner. A student's work during 5th grade exhibition demonstrates their ability to synthesize and apply their understanding of being principled and academic integrity by:

- Planning their own independent or small group inquiry.
- Creating a central idea and lines of inquiry to guide their investigation.
- Identifying credible sources of information and acknowledging the work of others.
- Working collaboratively with others to share and provide information.
- Planning for and taking meaningful action as a result of their learning.
- Communicating and presenting original work to the school community.

8th Grade MYP Community Project

As part of the IB Middle Years Program, all MYP-Year 3 students are required to complete the Community Service Learning Project. Students are charged with the responsibility of completing a long-term, in-depth inquiry leading to service as action in the community in which they produce and present a significant piece of work. The Community Project reflects the student's ability to be principled and demonstrate academic integrity by:

- Planning their own independent or small group inquiry.
- Establishing a timeline and monitoring their progress using a community project journal.
- Demonstrating how to effectively research during the investigation stage of the project.
- Identifying credible sources of information and acknowledging the work of others.
- Working collaboratively with others to share and provide information.
- Planning for and taking meaningful action as a result of their learning.
- Communicating and presenting original work to the school community.

Section 4: Academic Dishonesty

What is Academic Dishonesty

Academic dishonesty can be defined as behavior that results in an unfair advantage in school work. Academic dishonesty is a breach of the Chicago Public Schools (CPS) [Student Rights & Responsibilities](#) (2020-2021) handbook and includes, but is not restricted to, the following:

- Plagiarism
- Collusion
- Cheating
- Duplication of Work

Procedures for Reporting, Recording and Monitoring Academic Dishonesty

At Agassiz Elementary School, academic dishonesty is seen as a learning opportunity for students. In the event a student demonstrates academic dishonesty, a tiered system will be used, allowing for differentiated levels of support.

| <u>Tier 1</u> <u>First Occurrence:</u> | <u>Tier 2</u> <u>Second Occurrence:</u> | <u>Tier 3</u> <u>Repeated Occurrences:</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The teacher will determine whether the student is lacking the necessary ATL skills to be successful and/or if the act was deliberate. The student will receive additional guidance and support from their teacher. The teacher will notify the parent, informing them of the incident, as well as measures taken to support their child. | The teacher and IB coordinator will meet with the student and their parents/guardians to determine the additional supports needed. This may include a personal learning goal with ongoing counseling by Agassiz teachers and staff to ensure the student understands the importance of academic honesty and adheres to the guidelines around producing original work. | Students will be given access to the academic honesty mini-course in order to compare their work and work habits to those outlined in the tutorial. A skill-building intervention plan will be developed in collaboration between the IB coordinator, librarian, and classroom teacher. A meeting will be held with the parent to review the intervention plan. If necessary, Agassiz will abide by the interventions and consequences listed in the Chicago Public Schools (CPS) Student Rights & Responsibilities (2020-2021) handbook. |

Section 5: Resources for Developing and Promoting Academic Integrity

- [Academic Integrity: Cheat or Be Cheated?](#)
An article around promoting a climate of academic integrity in a school setting.
- [Focus on learning over results promotes Academic Integrity](#)
An article on the importance of focusing on learning over grades.
- [Integrity: How Families Teach and Live Their Values](#)
An article on the nine ways to grow your child's integrity.
- [Best Books for Teaching Honesty to Children](#)
Sample children's book list on the topic of academic integrity.

- [IBO MYP Academic Honesty Brochure](#)
A parent and student guide on academic honesty (integrity) published by the IBO.

Section 6: Academic Integrity Glossary

Academic Integrity: A set of skills and values that encourage members of a school community to carry out assignments without cheating, plagiarising, giving or receiving assistance from another person, or using sources of information without appropriate citation and acknowledgement.

Academic Dishonesty: A situation when a student uses the ideas or information of another individual or source without the appropriate acknowledgement or citation. There are many forms of academic dishonesty, which include plagiarism, cheating, or collusion.

Cheating: Cheating is defined as a student making a clear choice and acting on the choice to gain an unfair advantage in an assessment situation.

- *Using unauthorized notes during an assessment*
- *Copying another student's work with or without his/her knowledge*
- *Copying teacher's assessments*
- *Communicating information to another student about assessment content*

Citation: A quotation from or reference to a book, paper, or author, in one's work.

Collaboration: The action of working with another person to produce or create something.

Collusion: Supporting academic dishonesty by another student.

- *Lending your homework to someone else and allowing it to be copied*
- *Sharing the work you have completed with someone else on an individual assignment*
- *Planning individual work in part or in its entirety with another person/group*

Duplication of Work: Presenting someone else's work as your own.

- *Falsifying any documents*
- *Copying someone's work*
- *Copying another person's test*

Plagiarism: The representation, intentionally or unwittingly, of the ideas, words or work of another person without permission.

- *Claiming someone else's work or ideas as your own*
- *Not citing sources in MLA style*
- *Using copyrighted images or other media without explicit permission from the creator*

Section 7: Acknowledgements

11 Tips for Teachers to Foster Academic Honesty. Blogs.IBO.org

Chicago Public Schools Student Rights & Responsibilities, September, 2020.

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PYP/MYP Policies Reviewed:

Daystar Academy

<https://www.daystaracademy.org>

Lincoln Park High School

<https://www.lincolnparkhs.org/>

The Magellan International School

<https://www.magellanschool.org>

Ogden International School of Chicago
<http://ogden.cps.edu>

The Skagerak International School
<https://www.skagerak.org>

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