

# Buckland Mills Elementary

## Academic Integrity Policy

Buckland Mills supports practices related to academic integrity and understands it reflects the IB Learner Profile attributes and attitudes of honesty, fairness, respect, and responsibility. These are important values for teaching, learning, and assessment within our school community. We expect work to be submitted that is authentic and original, fully acknowledging the ideas and thoughts of others. Academic dishonesty is a very serious matter; therefore, our school will ensure that our students understand academic honesty, receive guidance on academic writing, research, creation of projects, and know the consequences of malpractice. This policy will be shared with our entire learning community through their student's classroom guidelines and will be available on our website.

International Baccalaureate Programme Standards and Practices Standard 0301: Culture through policy implementation Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

**Practice 0301-03:** The school implements, communicates, and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.

- **0301-03-0100:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines.
- **0301-03-0200:** The school clearly describes in its academic 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.
- **0301-03-0300:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect, respect and responsibility.
- **0301-03-0400:** The school ensures relevant support materials, resources and structures related to the academic integrity policy are implemented.
- **0301-03-0500:** 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 the school's procedures are transparent, fair and consistent.

**Standard 0402:** Students as lifelong learners 0402 Learning in IB schools aims to develop students ready for further education and life beyond the classroom. Practice 0402-04: Students grow in their ability to make informed, reasoned, ethical judgements.

- **0402-04-0100:** Students and teachers comply with IB academic integrity guidelines.
- **0402-04-0200:** Students and teachers acknowledge the intellectual property of others when producing work.
- **0402-04-0300:** The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing.
- **0402-04-0400:** Teachers discuss with students the significance and importance of producing authentic and original work.

## Definitions

Definition of Academic Integrity Academic integrity is making knowledge, understanding, and thinking transparent. Students should learn to clearly discuss what they are learning and be able to explicitly explain how they constructed their ideas and what views they have adopted or rejected (IBO, 2014).

Academic integrity requires a set of values and skills that promote good practice in teaching, learning, and assessment. Academic integrity is essential for producing original, authentic work and for fully acknowledging the ideas and work of others. Academic integrity results when students have a sense of ownership over their own work, when they fully embrace the IB Learner Profile attributes and the PYP Attitudes, and when they develop the Approaches to Learning skills.

Academic integrity promotes personal integrity and encourages all members of the school community to conduct academic work in a principled manner without receiving assistance from another person or using any source of information without appropriate acknowledgement. The school's academic integrity practices are intended to promote a positive attitude towards learning by encouraging students to build the skills required for an honest approach to academic work.

Academic misconduct is defined as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. (IBO, 2019).

Plagiarism is when one: uses words, ideas, or work products attributable to another identifiable person or source without attributing the work to the source from which it was obtained in a situation in which there is a legitimate expectation of original authorship in order to obtain some benefit, credit, or gain. (Fishman, 2010)

Did the learner do some research to find something out? If so, acknowledging the source not only values the work that the learner did (as well as the work of the source author), but increases the authority of the learner's use of the source. This approach focuses on teaching students to learn and is not focused on avoiding plagiarism. The same can be said about involving learners in actively considering how others' ideas contribute to their own understanding. It is plagiarism if writers do not show where they have used identified sources of ideas and words. (Carroll, 2012) (Southlands Elementary School 2018)

### **Role of Teachers:**

A. Prevention Teachers will provide students with instruction on how to conventionally acknowledge all sources with an organized and consistent approach across all subject areas. Teachers will include as part of their instruction proper ways to express the work and ideas of others and warn students of the serious consequences of academic dishonesty.

B. Detection and Reporting Teachers are responsible for confirming to the best of their knowledge, that all student work received is authentic and original in its entirety. Teachers are encouraged to work to prevent plagiarism and report violations of the policy to the Principal.

C. Support of Policy Teachers are expected to support our Academic Honesty Policy and take action to prevent, detect, and investigate.

Teachers will demonstrate good practice in regards to academic integrity through committing to passionate learning, building moral vocabulary, clearly modeling values and appropriate actions, selflessness and acceptance of others different from themselves, and modeling how to overcome obstacles and showing students that success is possible (Price-Mitchell, 2015). By building an open, honest, and collaborative classroom community teachers can support students in knowing procedures for proper academic conduct, and the consequences if not adhered too. School personnel can also collaborate with experts in the building such as the librarian on appropriate practices in citations and academic honesty.

### **Role of Students:**

Students are expected to demonstrate principled behavior when engaging in any school activity. Students should be able to work independently and with others, with honesty and integrity, as they work toward achieving their personal best, both academically and personally. Each student is fully responsible for ensuring that all of their work produced and submitted is authentic, and the work and ideas of others are fully and correctly acknowledged and cited.

Expected Academic Integrity Behaviors across grade levels:

Kindergarten	Using visuals and sentence stems I can show where and how I got my idea.
1 <sup>st</sup> Grade	Using visuals and sentence stems, I can show where and how I got my idea. I can use texts and/or online sources to find information and identify where the information came from.
2 <sup>nd</sup> Grade	Using visuals, sentence stems, and own words, I can show where and how I got my idea. I can paraphrase and summarize sources. I can identify the person, text, online source of where the information came from.
3 <sup>rd</sup> Grade	I can create a reference page to cite a person, text, or online source of information/ideas used. I can use my own words within my writing. I can identify what plagiarism is and can demonstrate by paraphrasing how not to plagiarize. I can give credit to the author's words using quotations.
4 <sup>th</sup> Grade	I can create a reference page to cite a person, text, or online source (including images) of information/ideas used with correct MLA citations. I can create MLA citations using guides and supports. I can use my own words within my writing. I can identify what plagiarism is and can demonstrate with paraphrasing how not to plagiarize. I can give credit to the author's words using quotations. I can identify what copyright, fair use, and intellectual properties are.
5 <sup>th</sup> Grade	I can independently create a reference page to cite a person, text, or online source (including images) of information/ideas used with correct MLA citations using minimal supports. I can use my own words within my writing. I can identify what plagiarism is and can demonstrate by paraphrasing how not to plagiarize. I can give credit to the author's words using quotations. I can identify the difference between copyright and plagiarism.

A. Communication of Policy Buckland Mill's Academic Honesty Policy shall be available to students, parents, and staff. Our Academic Honesty Policy will be communicated both orally and in writing at the beginning of the school year, and throughout the school year when students are assigned projects, reports, research projects, assignments. Students are introduced to the concepts of plagiarism and are taught age-appropriate citation skills in elementary grades; these concepts are reinforced throughout the student's academic experiences. (Midland Public Schools 2017)

B. Disciplinary Consequences of Plagiarism: If plagiarism occurs at school the teacher will inform the Principal and they will conference with the student on the paper/ assignment while reviewing Academic Honesty Policy. Plagiarism or Malpractice means the direct copying of material from any source and

submitting it as your own. Some examples of plagiarism include copying a friend's work, copying from the Internet without citations, or copying from an Encyclopedia or other reference books without citations. International Baccalaureate's response to plagiarism is taken very seriously, and a student's academic future may be seriously affected if found guilty of plagiarism.

Collusion is defined as supporting plagiarism or malpractice by another student, including allowing one's work to be copied or submitted by another. Intellectual Property includes different forms of property rights, such as trademarks, copyrights, patents, and registered designs. Forms of intellectual and creative expression must be respected and are protected by law.

If academic misconduct is reported:

- An initial conference with teacher and student will occur in remediating the offensive, using it as a teachable moment for students to correct and grow.
- If the misconduct continues, a conference will be set up with parent and student on how to support and help the student learn the importance of academic honesty. Students can also be supported through remediation groups on how to properly cite sources and paraphrase.
- If transgressions continue, teachers will follow the Buckland Mills Code of Conduct flow chart in cycling up with counselors, and to administration to confer with the parties involved.

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