



The mission of Casita Center is to develop a community of compassionate, responsible life-long learners who respect people's differences and take action to create a more peaceful world.

Academic Integrity Policy

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Philosophy

The IB defines Academic Integrity as 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. (IBO, 2019) Academic Integrity is about authenticity behind the learner's thoughts, work, and understanding. Learners at Casita following the Academic Integrity Policy will be agents of their own learning. Through inquiry, students will make sense of information and construct meaning through the development of the approaches to learning and the learner profile attributes.

Purpose

The purpose of this Academic Policy is to serve as a reference for students, families and teachers. The policy clearly states expectations and responsibilities so that all stakeholders will share a common understanding of the process of developing and maintaining academic integrity at Casita. This policy will be regularly and clearly communicated to students, families and staff to ensure fair and transparent practices as all stakeholders support Casita learners in their commitment to an honest approach to learning.

Student Responsibilities

Students will be guided by the IB Learner Profile attributes in creating authentic work, and when making academic decisions. In particular, the principled,

risk-taker, knowledgeable, open-minded, and communicator attributes will support their actions.

- Students will be principled by completing and submitting age-appropriate, authentic work that explains their thinking in their own words and credits sources when appropriate. Students will work independently, or collaborate with others in shared learning engagements.
- Students will be risk-takers by trying out new ideas and sharing their ideas with others, and being an active participant in group work.
- Students will be knowledgeable by understanding and fulfilling expectations.
- Students will be open-minded by learning from mistakes, and welcoming feedback to continually grow in their knowledge, actions, and mindset.
- Students will be communicators, contributing their ideas individually and in a group setting.

Measures to provide education and support

Teacher Responsibilities

Teachers will be guided by the IB Approaches to Teaching to ensure opportunities for students to engage in authentic learning. Instruction will be:

- Inquiry-based
 - Teachers will encourage student wonderings, and guide student thinking towards complex questioning
 - Teachers will design developmentally appropriate investigations in order for students to discover their learning
 - Teachers will explicitly teach open-mindedness and growth mindset
 - Teachers will expressly value the process of learning as much as the product of learning
- Concept-based
 - Teachers will encourage students to connect new learning to big ideas that can be investigated across disciplines

- In Context
 - Teachers will make learning relevant, connected to student background knowledge and personal experiences
 - Teachers will emphasize the purpose of learning
 - Teachers will highlight instances of academic misconduct to further students' understanding of authentic learning
- Collaborative
 - Teachers will design learning engagements where students can share their thinking, and learn from others
 - Teachers will scaffold how to acknowledge others' thinking and cite sources
 - Teachers will provide opportunities for students to co-create expectations for principled work.
- Differentiated
 - Teachers will design learning experiences based on various learning modalities and skill levels
 - Teachers will give opportunities for personal goal-setting, and reflection on set goals
- Informed by Assessment
 - Teachers will include students in the assessment process through co-created success criteria
 - Teachers will use pre-assessments and ongoing formative assessments to guide instruction to meet student needs

Approaches to Learning

Students will be explicitly taught the Approaches to Learning in order to support independent learning and academic integrity.

- Social Skills: Students will learn how to be responsible for their learning, and to honor the learning of others
- Research Skills: Students will learn to acknowledge and cite others' work
- Self-Management Skills: Students will learn behavior expectations and make informed choices

Expected Student Behavior

Teachers will explicitly teach Academic Integrity by using the Learner Profile attributes to describe authentic, honest learning. Each class will create and continually refer to co-created Essential Agreements to build ownership of school culture. Additionally, teachers will support all students to become comfortable in sharing their own ideas, and building off those of others by modeling and providing scaffolds. The following are examples and non-examples of Academic Integrity that teachers share with their students.

Examples	Non-examples
Creating our own ideas, and responding to questions independently	Looking at our family (virtual setting), peers or teacher for answers
Completing homework independently	Family completing a student's homework
Attending class & contributing to discussions	Not attending class, or being distracted during class
Acknowledging & building upon others' ideas	Presenting someone else's thinking as your own

Additional Virtual Learning Expectations	
Examples	Non-examples
Chatting questions and comments in the chat box, or waiting our turn to be called on.	Blurting out ideas without waiting our turn
Typing comments and questions in the chat box that are relevant to our learning	Typing smiley faces, unrelated messages to friends, or off-topic comments in the chat box
Sitting up straight and being alert on	Laying down, never turning on our

camera.	camera, falling asleep during Zoom
Staying focused on educational websites and links provided by our teacher	Playing online games during class
Staying on topic & contributing in Breakout Rooms	Talking off topic or staying silent during Breakout Rooms

VUSD Virtual Learning Expectations

During periods of learning when it is necessary for classes to participate remotely, students will be expected to follow behavior expectations as outlined in the Vista Virtual Learning Handbook as follows:

1. *When entering the video conference platform, mute yourself (If you are already not muted).*
2. *When you have a question, type in the chat box and wait for your teacher to call on you.*
3. *When you have something to contribute to what is being said, but it is not your turn, use the chat feature in the right-hand corner.*
4. *Wait for the teacher to call on you to unmute yourself.*
5. *Only one student should contribute/talk at a time.*
6. *Look into the camera when you are talking.*
7. *Stay attentive. Pay attention to your teacher or other students who are speaking.*
8. **A.B.C. Always Be Courteous**
9. *Expectations for student conduct are the same on campus as they are on a virtual campus.*

School Responsibilities

As a school, Casita is committed to providing optimum conditions for students to learn and grow. We recognize and appreciate that students in the primary years may make mistakes in judgment regarding academic integrity. These mistakes will be treated as opportunities to grow.

Should an instance of academic misconduct arise:

- Students will be given an opportunity to provide their perspective of the event by completing a reflection highlighting the key concept of Causation and the attitude of Empathy.
- Teachers, counselors, or administrators and students will arrive at a common understanding of the situation, including how Casita's Academic Integrity policy was violated
- Students will work with their teacher to co-create a restorative consequence, focused on acknowledging the misconduct and the accompanying harm.
- Students will co-create next steps to ensure academic integrity is practiced and honored. Our common goal is to develop empathy in the student in order to support respect for their own and others' ideas.

Procedures

Teachers will keep academic misconduct records in their classroom files, and will notify administration if a student engages in such conduct more than once. Repeated academic misconduct will be recorded on a behavior reflection, pink slip or white slip form, and kept in the student's cumulative file in the office. Students who repeatedly engage in academic misconduct will be monitored by our counselor and the classroom teacher.

Communication

In order to deliver equitable and consistent procedures, Casita will consistently communicate policies and processes for academic misconduct to our learning community.

- Casita families will be introduced to this policy through our Casita Weekly News and Coffees with the Principal. Parents can find our policy on our Casita website and our Casita Handbook.
- Casita staff will be a part of creating, revising and approving the Academic Integrity policy. Teachers will identify possible areas for academic misconduct by age-group, reflect on actual instances of misconduct, and address scenarios through a restorative practices lens.
- Casita students will be explicitly informed of our expectations of the Academic Integrity policy, embedded within learning experiences. In all

grades, students will be introduced to academic integrity as a part of being a Principled IB learner, as authentic learning opportunities arise. In upper grades, students may engage with this document as a primary source.

Parent Responsibilities

Parents are key in helping students develop healthy and responsible attitudes towards learning. By understanding and supporting inquiry-based, authentic learning, and by understanding and accepting Casita's policies and procedures, parents can reinforce the importance of showing academic integrity.

Helpful	Not Helpful
Prompting student thinking by asking questions	Giving students the answers to questions
Encouraging your student to sound out unfamiliar words	Sounding out words for your student.
Supporting your student to learn new vocabulary from context	Telling your child the meaning of unfamiliar words
Helping your student refer to student expectations and rubrics	Over-editing student work
Reminding your student to cite and acknowledge others' work	Allowing plagiarism
Co-creating time- management strategies with your student	Giving consequences when workload is overwhelming

Review Policy

This policy will be reviewed annually by Casita staff, School Site Council, and English Learner Advisory Committee. The policy will be presented to the larger

Casita learning community at the beginning of every school year. For students new to Casita, this policy will be shared with families during registration to review with their child.

References

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