

“International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions and we need to help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.” Academic Honesty in an IB Educational Context, 2014.

Academic Integrity

All teachers instill honesty, trust, fairness, respect and responsibility in a variety of ways. At New Leeb we implement weekly SEL lessons through a program called Second Step which has consistent language throughout the grades. In Greenwich Public Schools we have District Norms that are expected of students. We think about these norms as the action and the Learner Profile as the attribute of the student. There is a daily emphasis of the IB Learner Profile attributes that are embedded into our instruction and our day-to-day interactions to encourage students to have academic integrity. The IB Learner Profile is the foundation for the development of academic integrity for our students. Students learn to approach learning in a principled manner by evaluating sources for credibility, citing their sources, and giving credit to those whose work supports them. At the outset of each school year often in conjunction with research and writing tasks our media specialist and IB Coordinator reviews the RUP (Responsible Use Promise) and its expectations. The RUP is presented as a specific way in which students are expected to demonstrate growth as honest, trustworthy, fair, respectful, responsible members of the community. Additionally, the district uses the Greenwich RUP as a contract, students agree each year to use technology appropriately and safely, demonstrate good digital citizenship, evaluate credibility of sources and stand against cyberbullying and other harmful online behaviors.

Behavioral Expectations

NLS sets clear expectations for students encouraging the Learner Profile attributes and celebrating positive behavior. Teachers model the Learner Profile attributes every day and have various ways of rewarding students who demonstrate excellent behavior and action. NLS has a Discipline Protocol in place in order to address behavior that doesn't fit within the Learner Profile expectations as well as the district norms. Our social worker and school psychologist provide lessons in the classrooms on expected behavior and consequences. They implemented a 'calming corner' in each classroom to help students learn to self-regulate and be reflective. Students also work in peer discussion groups and with teachers and staff to reflect on their own goals and behaviors. Consequences are determined based on the behaviors demonstrated. We also have a district behavior specialist, Fabian Agiurgioaei Boie who consults with our teachers and comes in to do lessons and create classroom plans with teachers when requested.

1. All teachers discuss all elements of our policy. When a teacher observes or notices or is told about an infraction, an interaction between the teacher responsible and the student takes place.

2. If the infraction rises to the level in which it needs to be addressed more formally, then this student will fill out a Think Sheet, with the guidance of the Mental Health Staff. The Think Sheet will include:

- Accepting responsibility for their actions as well as their IB Learner attributes
- A reflection about how the infraction affected others and the school community.
- A statement regarding what could be done differently going forward.

3. Communication with the caregiver(s) about the infraction and the resulting Think Sheet will be made. Caregiver(s) will be informed that the Think Sheet must be signed & returned to the office.

4. Administration will determine appropriate consequences, if further consequences are necessary (i.e., apology letter written by the student, follow-up discussion referencing the reflection sheet, eating lunch in the office, etc.)

6. If the infraction continues, a behavior contract will be completed by the student and Mental Health Staff/Administration.

- The student will be sent to the office
- A team meeting will be held in person including caregiver(s), students and Administration/Mental Health staff.
- School administration will determine appropriate consequence

7. Repeated infractions - student may be referred to the MTSS process

8. If the student is physically aggressive with another student, then the student will:

- Be immediately sent to the office
- Procedure #6 will be followed

9. If the student is physically aggressive with a staff member, the teacher will:

- Be immediately sent to the office
- Procedure #6 will be followed
- The teacher involved will report to the school nurse for an injury assessment.
- School nurse will recommend next steps based on the outcome of the assessment.

10. If the student displays academic misconduct in regards to the academic integrity policy

- Consequences will be issued according to the level of the infraction and could range from the completion of a Think Sheet, and / or losing the privilege to use the digital device for a set time period (i.e., 2 weeks). (Think Sheet: see below)



New Lebanon School Think Sheet

Student Name: _____ Date: _____ Class/Teacher: _____

I am accepting responsibility for:

Be Here	Be Safe	Be Honest	Care for Self and Others	Let Go and Move On
Class Disruption Off Task Behavior Defiance	Physical Contact/ Aggression Property Damage Dangerous Weapon Leaving Class/ Area Without Permission Physical Harassment Fighting	Lying Misuse of Electronics Theft Vandalism Verbal Harassment Threat/ Intimidation	Disrespect Noncompliance Inappropriate Language Abusive Language/ Profanity Alleged Bullying	3 or More Behavior Challenges

GOAL SETTING/ REFLECTION

I want to:

ACTION PLAN

In order to achieve this goal, I will:

- 1.
- 2.

**Please discuss this information with your parents.
Have them sign below, and return this paper to school tomorrow.**

Parent Comments & Signature: