

# **Academic Integrity Policy**

## Shaker Heights City PYP Schools

Link to [MYP Academic Integrity Policy](#)

Link to [DP Academic Integrity Policy](#)



### **Rationale for this policy and culture of ethical academic practice**

The mission of The International Baccalaureate is: *The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

The mission of Shaker Schools is: *The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking, who have a career motivation and a knowledge of our global and multicultural society.*

Both of these mission statements explicitly state the need for respect. Showing respect, through the lens of this policy, equates to making ethical decisions regarding intellectual property.

The IBO definition for academic integrity is: Academic integrity is 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 behavior in the production of legitimate, authentic and honest scholarly work. (October 2019, page 3 of [Academic Integrity](#))

This policy is designed to promote and uphold Shaker Heights City School District's high standards of scholarship and create safe, encouraging learning environments that enhance the ideals of the International Baccalaureate Primary Years Programme. All students of the Shaker Heights City Schools are committed to learning and understand that academic integrity builds the advancement of knowledge. The faculty of the Shaker Heights City Schools is committed to teaching students to become principled users of information.

### **Learner Profile and International-mindedness**

We believe that demonstrating the Learner Profile attributes will develop stakeholder's inherent understanding of multiple perspectives and intercultural understandings, therefore creating internationally-minded humans who will have respect for differences and take action to create a more peaceful world. We believe that demonstration of the Learner Profile leads to the capacity

to make an impact in any place at any time in any role; it prepares students to become capable in any international setting or context. The Learner Profile, as articulated through this policy, also ensures the social, emotional, and physical well-being of all students; each student is guided to be caring, principled, and respectful and responsible in a reflective way.

The Learner Profile attributes manifest themselves in many contexts relating to academic integrity. For example, an IB student who understands the importance of being knowledgeable and open-minded will do so in a way that respects and acknowledges other knowledge-makers. An IB student who understands the importance of being an inquirer and thinker will employ questioning strategies and thinking skills to develop his/her own thoughts and those of others. An IB student who understands being a balanced, reflective learner means s/he will construct and document learning from others to support their work. He or she will communicate those thoughts effectively. The student may take intellectual risks, but will do so in a context that is safe and fair.

An IB student who understands the importance of being principled and showing integrity will reference and acknowledge the thoughts and contributions of others. Students will submit work that is their own and not a plagiarized copy of someone else's work or thoughts. This applies equally to pictures, music, video and any other form of presentation. All testing situations will be conducted in a principled manner.

These examples show the ways in which students are prepared to become capable in any international setting with intercultural understandings that will create a more fair and just world.

### **Teaching practices connected to academic integrity**

The development of academic integrity occurs through a consistent culture of teaching and learning experiences which develop honesty, trust, fairness, respect and responsibility. This occurs in multiple contexts by all stakeholders. By building our students' capacity to be an integral part of a culture of integrity, they become more principled. The following is a list of ways the District may build and nurture a sense of integrity:

- Adhering to all related [School Board policies](#);
- Referring to Learner Profile and all learning associated with it: journaling, reflections, literature connections, biography studies, etc. - especially drawing attention to the ways in which people are empathic, curious, creative, resilient, principled, caring, reflective and self-aware;
- Developing moral vocabulary by incorporating the teaching of these five values into the curriculum: Responsibility, Respect, Fairness, Trustworthiness, Honesty;
  - Helping students use moral vocabulary when discussing classroom events, historical topics, current events, biography studies, and potential action-taking;
- Providing explicit instruction to prohibit plagiarism and collusion and defined in the [Shaker Heights City Schools Student Handbook](#)
  - Developing an understanding of academic integrity with age-appropriate expectations;

- Providing developmentally appropriate definitions and models of intellectual property;
- Providing age-appropriate lessons and expectations for how to cite a document, create a bibliography, use quotations for direct information, paraphrase, and digitally cite resources;
- Ensuring students give credit to the thoughts, ideas, and examples from others through the use of proper documentation and citations;
- Providing models for ethical examples of academic integrity including how to ethically use the intellectual property of others in research and documenting learning, including proper use of technology;
- Having students demonstrate self-management skills by making appropriate choices, demonstrating integrity and presenting their own best work;
- Using and reflecting upon this [suggested scope and sequence](#) for plagiarism and collusion;
- Implementing digital citizenship curriculum in library classes;
- Providing students with ample opportunities to practice cooperating and collaborating;
- Clearly and overtly defining the difference between collaboration and cheating;
- Providing explicit instruction for principled testing procedures;
  - Clearly and overtly defining what may constitute cheating as stated in the [Shaker Heights City Schools Student Handbook](#);
  - Developing an understanding of academic integrity as related to assessment with age-appropriate expectations;
  - Coaching/teaching the importance of intellectual integrity;
  - Having students demonstrate self-management skills by making appropriate choices in assessment settings;
  - Outlining and ensuring students comply with principled assessment conditions and monitoring;
- Providing authentic learning opportunities where integrity, creativity and reflection are encouraged through the use of information to solve a problem; engaging students in rigorous tasks through application of critical thinking skills to solve real world problems that require honest use of intellectual property; documenting those learning experiences in unit planners and schools' Programme of Inquiry;
- Providing success criteria, either teacher-constructed or co-constructed with students, to share targets for students and teachers to monitor, document, measure and report on the learning process, including principled acknowledgement of sources;
- Ensuring all assessments have multiple access points and are fair, administered to seek information about student growth, and completed with demonstrated student integrity;
- Developing and reflecting on classroom and single subject essential agreements;
- Validating and reflecting with students about their risk-taking, hard work, determination, and respect for classmates in daily interactions, goal setting, and feedback loops;
- Promoting growth mindset;
- Providing opportunities for reflection processes.

## **Responsibilities**

Staff and students will strive to be principled and show integrity.

Students have the right to learn and work with others who are principled and show integrity. Students have the responsibility to demonstrate academic integrity as outlined in this policy. They have the responsibility to adhere to what is outlined in the [scope and sequence](#) for plagiarism and collusion as well as expectations stated for testing. Students have the right to due process as outlined in the [Shaker Heights City Schools Student Handbook](#).

Instructional staff have the responsibility to guide, model and teach compliance with this policy through direct instruction and teachable moments to reinforce integrity and discourage dishonesty. Instructional staff will provide detailed instructions, rubrics and/or checklists for assignments. Additionally, they will support students' acquisition of information literacy skills through direct instruction and modeling appropriate behaviors during research which include, but are not limited to, locating and evaluating information, composing original work, and citing sources. Instructional staff has the right to be supported with time and resources to build, monitor and reflect upon ways in which this policy is implemented. They also have the right to be supported by those who may have to determine and implement consequences as per the [Shaker Heights City Schools Student Handbook](#).

Parents and guardians have the responsibility to support the work of students and their integrity. Parents and guardians also have the responsibility to model appropriate behavior pertaining to academic integrity as well as create an environment where their students can learn and grow from mistakes. Parents and guardians have the responsibility to guide students in compliance with this policy and [scope and sequence](#). Parents have the right to due process as outlined in the [Shaker Heights City Schools Student Handbook](#).

## **Actions to be taken for misconduct and transgressions of this policy**

As participants in a Primary Years Programme, our main focus is the healthy development of the whole child. If an infraction occurs, behaviorally or in relation to academic integrity issues, teachers help students seek resolution through a reflective process asking the student: 1) what happened, 2) how that decision made the student and others feel, 3) what can be done to rectify the action and 4) create a plan to execute principled decisions in the future. The ultimate goal in the reflective process is to develop a student's ability to make principled decisions with a sense of intrinsic motivation so that he/she acts in a way that best benefits him/herself and the learning community. Students have agency to apply to new strategies and new understandings with second chances; we believe that mistakes are opportunities for growth.

A student who demonstrates a pattern of needing more support around academic integrity will be supported through a tiered response of proactive and reactive measures and interventions aligned with the Shaker Heights City School District Responses To Intervention, IDEA and ESSA as well as the student code of behavior as outlined in the [Shaker Heights City Schools](#)

[Student Handbook](#). Building administration will be notified of patterns of breaches to this policy; building administration will record and monitor progress made to correct those breaches. Procedures relating to student and parents rights and responsibilities are outlined in the [Shaker Heights City Schools Student Handbook](#).

### **Decision-making and curriculum development related to this policy**

This policy is integral to all curriculum development. Educators and students construct and assess learning through inquiry-based, authentic conceptual learning experiences within units to build a coherent and connected curriculum. All of those curricular elements are impacted by the need to guide and support students' demonstration of academic integrity, thus teachers will explicitly and implicitly guide and support integrity processes within and through curriculum. The District will monitor and evaluate the impact of the Academic Integrity Policy to ensure that it regularly informs learning and teaching.

### **Resources needed to ensure access to the Programme**

There are many and varied resources needed to ensure access to the programme. These currently include the following resources as funded by the district:

### **Relevant support materials and resources**

- The most important **Written Resources** for the Academic Integrity Policy include but are not limited to:
  - [From Principles to Practice: Learning and Teaching](#)
  - [From Principles to Practice: The Learner](#)
  - [From Principles to Practice: The Learning Community](#)
  - [IB Standards and Practices](#)
  - [Academic Integrity](#)
  - [Guide to Programme Evaluation](#)
  - [IB section on website](#)
  - [PYP section on website](#)
  - IB Online materials as accessed through [My IB](#) and Programme Resource Center
  - All training documents/virtual resources attained in IB training
  - [Shaker Heights City Schools Student Handbook](#)
  - [School Board policies](#)
  - Individual Buildings PBIS guidelines
  - Use of Chromebook/parent sign off
  - [Ohio Technology Standards](#)
  - Differentiated learning materials so that students can gain knowledge at their level
- Shaker Heights City School District is committed to the success of all students, thus has dedicated personnel to guarantee inclusion. These **Human Resources** include but are not limited to:
  - Teachers/ Intervention specialists

- Paraprofessionals
- Librarians to universally give instruction on being a digital citizen and research skills
- Principals and Assistant Principals
- Psychologists, Counselors, Behavioral Coaches if needed in extreme cases
- Those human resources are furthered by **Community Resources** which include but not limited to: Guest speakers, docents, and primary sources as well as Exhibition mentors
- **Non-human resources** which include but not limited to:
  - Time and coverage for teachers to address specific incidents.
  - Budgeted amounts in the District’s Financial Plan.
- **Physical spaces** for learning which include but not limited to:
  - School Libraries
  - Classrooms with ample space for each student to work and think independently and collaboratively: Physical space within each classroom where teachers can monitor and provide feedback while students use electronic devices.
- **Virtual spaces** which include but not limited to:
  - [IB section on website](#)
  - [PYP section on website](#)
  - IB Online materials as accessed through [My IB](#) and Programme Resource Center
  - All training documents/virtual resources attained in IB training
  - Online resources
  - Digital citizenship sites such that students understand the benefits and dangers of online learning and the responsibility inherent to being a member of that community
  - Google Workplace

### **Relationship between this policy and other policies**

The [Language Policy](#) states **all** educators teach language. We further believe that language is a medium for inquiry and central to affirming our student's personal identities, international mindedness, cognitive, social, and emotional development. Shaker Heights Schools will ensure the value of learner diversity and aim to provide equal access to the curriculum for all learners through our language programmes and as guaranteed in our access policy. Any student who does not comply with the Academic Integrity Policy will be treated as an individual with specific needs to ensure change and growth. IDEA will guide processes with students identified with an IEP or 504 plan.

This policy is connected to the [Assessment Policy](#) in that it states that the purpose of assessment is to gather, analyze, reflect and act on multiple pieces of evidence that inform students, educators, and families about the depth of student learning at various stages throughout the learning process and to inform teaching. To develop academic integrity within our PYP students, the school utilizes the approaches to learning across the curriculum. Frequent collaborative and evaluative opportunities for student/teacher interactions support our students in developing personal responsibility for learning. Teachers provide clear criteria, exemplars and guidance to support student growth as principled learners who continuously reflect on their learning in



relation to clear learning targets built upon the following developmental principles of building academic integrity within our students: students responsibility for their own work, guidelines for individual and group work, age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing, and agreements related to the responsible use of information technology and media resources.

The [Inclusion Policy](#) states that *all* students are part of the PYP in our district and all adults are charged with developing and/or implementing each student's educational plan. Additionally, IB transdisciplinary curriculum, including assessments, will provide multiple means of representation and expression as well as multiple access points in order to assure success for all learners. Any student who does not comply with the Academic Integrity Policy will be treated as an individual with specific needs to ensure, correction, change and growth. IDEA will guide the process done with students identified with an IEP or 504 plan.

As per the [Access policy](#), all students enrolled and attending Shaker Heights PYP schools have access to the PYP programme. Thus, all Shaker PYP students are responsible for complying with the scope and sequence outlined in the Academic Integrity policy.

### **Professional learning to support good practice**

Professional learning is essential for educator growth and to implement best practices. It is also essential to ground philosophy and anchor instructional paradigms. The Learning and Teaching department will explore, participate in and provide professional learning as it relates to the implementation of this and all other policies. The Director of Curriculum and Instruction will monitor and implement a professional learning plan that best serves this District to ensure that all relevant personnel have concurrent understanding of the instructional implications of the most current research and understanding.

### **Review and revision cycle**

The District will monitor and evaluate the impact of the Academic Integrity policy to ensure that it regularly informs learning and teaching. The Academic Integrity Policy will be continually cross-referenced with other working documents such as our state standards, IB standards and practices, other policies and relevant documents. In addition, this policy needs to be known and adopted in each PYP school; teachers must act in accordance with the policy; the policy needs to be used to inform decision-making; the policy needs to be communicated to the community.

Documentation and storage of this policy will be the responsibility of the IB district coordinator and PYP liaison. Policies will be shared, and revised as necessary, with District and Building Leadership Teams, then located on the district IB website for community access. Bi-annually, district coordinators will capture and use compliance data about this (and all other) policies through surveys to key stakeholders. Bi-annually, and during self-study years, coordinators will review, revise and readopt policy documents.

### **Communication plan**

Policies will be shared and revised by District and Building Leadership Teams and then communicated on IB website and individual school websites.