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**IB Primary Years Programme**

**Academic Integrity Policy**

***Background and Philosophy***

We believe that academic honesty is integral to accurately communicating and facilitating a student’s acquisition of knowledge, understanding of concepts, and mastery of skills to students, parents, and teachers.

The purpose of this document is to provide International Baccalaureate Primary Years Programme students, teachers, and parents with important information regarding academic honesty. Academic honesty will be communicated, taught, and modeled in an age-appropriate manner. This will help guide students with academic practices that could be called into question.

Academic honesty is embedded in the Programme standards and practices (2018).

* ***Standard 0402-04: Students as Lifelong Learners : Students grow their ability to make informed, reasoned, ethical judgements.***
	+ *0402-04-0100 - Students and teachers comply with IB academic honesty 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.*

***How Academic Honesty Relates to the PYP and the Learner Profile***

We promote principled lifelong learning in the Midland Public Schools. When students are engaged in inquiry, completing assessments, using technology, communicating ideas, and reflecting on learning, they demonstrate principled behavior and show integrity. Independence, responsibility, and integrity are essential to promoting citizens who respect the work of others.

Additionally, the Learner Profile is the foundation of the Primary Years Programme, and therefore, it serves as the cornerstone of the Midland Public Schools’ Academic Honesty Policy. Students are encouraged to be:

* **Inquirers** who acquire the skills necessary to conduct inquiry and research.
* **Knowledgeable** as they explore concepts, ideas and issues.
* **Principled** as they act with integrity, honesty and responsibility for their actions.
* **Open-minded** as they seek and evaluate a range of points of view.
* **Risk takers** who articulate and defend their opinions and beliefs.
* **Thinkers** who make ethical decisions.
* **Communicators** who use a variety of resources to research and share their personal thinking.
* **Caring** as they show empathy, compassion and respect to the needs of others.
* **Balanced** as they understand the importance of intellectual, physical and emotional balance.
* **Reflective** as they give careful consideration to their own learning and experiences.

These qualities, when applied to learning and student work, establish skills and behaviors which support good practices displayed in the classroom and in everyday life. These practices are expected to be introduced, modeled and used throughout the school.

In the 21st century, opportunities for misuse of resources and misunderstanding of expectations are significantly greater than in the past. This policy outlines the areas in which demonstrating honesty can become challenging and how teachers, students, parents and learners themselves can share responsibility for ensuring that all actions in support of academic honesty are transparent and consistent.

***Definition of Academic Honesty***

Academic honesty is “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.[1]”Academic honesty results in respect for one another’s intellectual property and the completion of “authentic” pieces of work which are “based on [the individual’s own] original ideas with the ideas and work of others fully acknowledged.[2]”

In the Midland Public Schools, academic honesty is the result of students having integrity and ownership of their own work. We consistently encourage and model the practices of Academic Honesty while embracing the Learner Profile Attributes and development of research skills.

We encourage our students to express themselves confidently and authentically. When researching, students are taught media literacy skills along with responsibly citing sources and avoiding plagiarism.

***Role of the Teacher/ Ways to Promote Academic Honesty***

As elementary school educators, our role consists of raising student awareness of academic honesty and directly guiding students through an exploration of the ethical issues related to academic honesty, including the appropriate use of technology.

Academic honesty is particularly important in the area of assessment. Teachers encourage honest, creative, critical PYP learning by creating inquiry-­based assessment tasks, where creativity is encouraged and where the use of information helps to solve a problem. Depth of knowledge is encouraged by using critical thinking skills for real world problem ­solving. Teachers design assessment criteria that value and reward the learning process, rather than simply the result. We teach ways to reflect on the learning process and encourage students to develop and focus on intrinsic motivation for achieving learning goals.

***Role of the Student/What We Believe Students Should Do***

Students are expected to demonstrate principled behavior when engaging in any school activity. Our goal is for all students to be able to work independently, with honesty, fairness, and integrity, as they strive to achieve their personal best.

Academically, we believe students should demonstrate self-­management by staying organized, making appropriate choices, demonstrating integrity, and striving to create and present their best work. Students are expected to be responsible for their own intellectual thought development and are encouraged to develop creativity in problem solving.

Students are introduced to the concepts of plagiarism and are taught citation skills in the elementary grades; these concepts are reinforced throughout the students’ academic experiences.

In group settings, each student is expected to take responsibility for their individual contributions to the collective process. They should be respectful of others’ points of view and interact cooperatively with both adults and peers. Students are taught to resolve conflict by making social choices which are aimed to strengthen interpersonal relationships and facilitate success in school.

Teachers continually reinforce that students must accept the consequences of their personal choices and become architects of their own future. Students are encouraged to create work that is authentic and representative of each student’s unique intellect and abilities.

***Academic Honesty and Information Technology***

Technology is utilized to facilitate learning and to support interpersonal communication among all members of our learning community. The use of technology provides access to information, research and collaboration among learners across grades and disciplines. Our mission is to model positive digital actions and engage students in analyzing technology ethics as we navigate our world. Teachers and students are expected to model positive online behaviors as they are offered time for blended ­learning throughout the day.

***Examples of Academic Dishonesty***

Some examples of academic dishonesty may include but are not limited to: cheating, plagiarism, fabrication, and deception.

***Possible Issues***

As an elementary program, first and foremost we are concerned with the development of the whole child. Each child is unique, and disciplinary infractions are handled with the whole child in mind, inclusive of their individual circumstances.

Ultimately our responsibility in handling infractions involving Academic Honesty is to support a child in making better decisions in the future, and helping the child understand and internalize the importance of Academic Honesty, so their choices become intrinsically driven.

A child who demonstrates a pattern of difficulty in respecting Academic Honesty will be supported through a tiered response of proactive and reactive measures and interventions aligned with the Midland Public Schools Code of Student Conduct.

***Resource Documents :***

[1] Academic Honesty in the IB Educational Context: <https://resources.ibo.org/data/g_0_malpr_sup_1408_2a_e.pdf>

[2] Lone Pine Academic Honesty Policy (2014)

***Review of the Academic Honesty Policy:***

This will be reviewed and updated annually by the Midland Public Schools community.

● Written: March 2016

● Updated: January 2017, November 2019