Academic Integrity Policy

Antietam Elementary School, 2020-2021

Philosophy

Academic integrity includes five fundamentals: honesty, trust, fairness, respect and responsibility. These fundamentals are first reflected in the "Prince William County Student Code of Behavior." In the grades K-2 section, it is noted in "student expectations" that they are to do the following: obey rules and be honest. In grades 3-5, these are represented in the "student expectations section" as: obey rules, be honest and tell the truth. At Antietam Elementary, our mission is to create an atmosphere where our diverse learners will be critical, compassionate, and reflective thinkers focused on personal growth in a global community. These fundamentals of academic integrity are also reflected in the following Antietam belief statement: "Students and staff are responsible for their actions."

The IB Learner Profile attribute that is represented through academic integrity is most specifically Principled, "acting with integrity and honesty and respecting the rights of others." Other attributes are represented in Academic Integrity in the following ways: Inquirer, "through developing skills for research;" Knowledgeable, "exploring knowledge across a range of disciplines;" Open-Minded, "understanding a range of points of view thereby understanding the difference between fact and opinion;" Communicator, "express thinking in multiple ways;" Thinker, "analyze information;" Caring, "learning about others;" Risk-Taker, "exploring new ideas and strategies;" and Reflective, "reflecting on personal ideas and experiences."

At Antietam, we have a focus learner profile attribute of the month to help educate our school community about the learner profile. September's learner profile attribute is "Principled." This helps set the expectations for the year that each child is a learner and also sets the expectations for the learning community to support students in being principled and setting the tone that we are working to develop their learner profile.

Practice

The classroom teachers specifically teach their students about academic integrity; being principled and knowing the difference between right and wrong as a learner, through focus on students' responsibility for their own work and through creating guidelines for individual and group assignments. Our teachers approach academic integrity development by using the approaches to learning skills and subskills in the following ways:
- Self-management: Developing positive, interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers). For example, students support each other throughout the day in our goal to do the right thing, providing and receiving feedback from others.
- Social skills: States of mind (mindfulness, perseverance, emotional management, self-motivation, resilience). For example, creating a class culture of caring and a development of self-worth.

- Thinking skills: Reflection/metacognitive skills to (re)consider the process of learning. For example, participating in reflective discussions about the purpose and value in learning and becoming a life-long learner.
- Communication skills: Exchanging information skills (listening, interpreting, speaking). For example, having discussions about academic integrity, creating roles for group work, creating co-constructed success criteria for learning goals such as rubrics and lists.

Academic integrity <u>regarding age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing</u> is developed in one way through our curriculum that is developed through guidance from the state and county. This portion of academic integrity relates directly to the ATL of Research Skills. Research is introduced in kindergarten and continues throughout the school years. There is a "Research Skills Progression by Grade Level" for elementary schools that was developed by the Virginia Department of Education that Prince William County Schools, of which Antietam Elementary is a part of, uses and has integrated the requirements along with the county standards into the development of the K-5 Language Arts unit guides. As a part of the unit guides, there are separate resources for each grade level titled, "Research Strand Documents of Support" that were published in July 2019 to support the 2017 Standards of Learning for Language Arts. They can be found online in the staff communities page for Language Arts. The reading specialists also have hard copies of these documents that are kept in their office and shared during grade level CLTs. The classroom teacher is the ultimate person responsible for teaching their students about research, although the librarian is used for collaboration, coordination and support.

The research skills support documents lay out specific levels of research skills (information literacy) and development of academic integrity throughout the grade levels.   The Virginia Computer Science standards also has the following standards for ethical use, which is found in the "Impacts of Computing" section. The components of the guidance through research documents and computer science standards are laid out by grade level in the following way:

Grade Level	Research skill Reading SOLs (classroom teacher) Information literacy	Research skill	Computer Science SOLs VA Public Schools- Section-Impacts of Computing (classroom teacher) Media and ethical use
K	research standards can be taught throughout the schoolyear individually or as a process.	teachers model effective information literacy strategies even when students are not expected to use them personally	Student will identify responsible behaviors associated with using information and technology
1st	research standards can be taught throughout the	Teachers model effective information	Student will identify and explain responsible behaviors associated with using information and technology

	school year individually or as a process.	literacy strategies, even when students are not expected to use them personally.	
2nd	-are expected to be introduced to completing a research product - research standards can be taught throughout the school year without having to complete a product each time.	Teachers and library staff collaborate in lessons to teach how to effectively research, and not plagiarize information.	The student will identify and model responsible behaviors when using information and technology.
3rd	- are expected to be introduced to completing a research - research standards can be taught throughout the school year without having to complete a product each time.	Identifying sources and understanding the difference between plagiarism and using your own words	The student will identify social and ethical issues that relate to computing devices and networks.
4th	- are expected to complete a research product. - research standards can be taught throughout the school year without having to complete a product each time.	Teachers model and guide students through the research process; scaffolding allows students to create their own research product with appropriate support for the grade level.	The student will describe social and ethical issues that relate to computing devices and networks
5th	-are expected to complete a research product. -research standards can be taught throughout the school year without having to complete	Students begin to cite sources in their research	The student will explain social and ethical issues that relate to computing devices and networks.

	a product each time.		

Student misconduct and plagiarism are handled on a developmental scale. The most important thing for both the teacher and student to determine is the root cause of the cheating. Teachers, students, and parents reflect both together and separately to determine the "why" behind the cheating. The teacher, through conversations in class with the students, try to inform the students about the bigger picture, life consequences of cheating, and that, ultimately, they are cheating themselves out of learning opportunities. The student needs to find value in learning for this to be effective. Strategies are put in place to discourage cheating; for example, covering test paper during a test, using test shields/privacy folders, and creating space between students during testing. If cheating continues after conferencing with the student and parent, then the cheating will be reflected in their ultimate grade.

Policy Review

This policy will be shared at the beginning of every school year with the leadership CLT and then with the staff in an in-person staff meeting the week prior to school starting. It will also be shared with PAC (principal's advisory committee) at the first in-person meeting. Prior to these meetings, the policies will be made available to these stakeholders virtually and will include a Google form as a survey where they can make comments to be considered to adjust the policy. After approval from these 3 groups, these policies will be available to the community on our school webpage under the IB tab. They will also be stored in the One Drive for the coordinator to keep track of important school IB documents and be made available to staff in the IB folder in the Faculty Teams group in a file titled IB.

Note: This policy was written by the IB coordinator in collaboration with the reading specialists, ITC, librarian and with grade-level specific input from grade level team members. *Resources used to develop this document include: Academic honesty in the IB educational Context-2016, IB Education-Academic Integrity (MY IB Programme Resources) published October 2019. Research Strand Documents of Support for Grades K-5 published by PWCS Language Arts Department published in 2019 and Computer Science Standards of Learning for Virginia Public Schools published in 2017.*