Oak Park District 97 Middle School Academic Integrity Policy

I. Philosophy
Oak Park Public Schools and IB encourage academic integrity that promotes values of honesty, good practice in learning, good practice in assessment, and the MYP Approaches to Learning as students develop academic success. Integrity - practicing and defending academic and personal honesty - is of the utmost importance. Academic integrity is influenced by factors that include peer pressure, culture, parental expectations, role modeling, and taught skills (IBO, Academic Honesty, 2009).

To support our work in growing principled members of our community and the larger society, we routinely learn and use skills related to the IB Approaches to Learning. Students experience a scaffolded, developmentally appropriate research curriculum, overseen by the school's teachers and librarians. Through the use of these lessons, which are planned with the units of study in mind, students engage in practicing research methods in the classrooms or library as part of the curriculum. This emphasizes the importance of academic integrity for every grade level, during every subject. For example, students can access age-appropriate databases and tools to learn research strategies and practices; teachers require acknowledgement/citations and styles based on the age and abilities of students.

II. Learner Profile Academic Integrity Expectations
The IB Learner Profile is integral to teaching and learning because it represents the qualities of effective learners and internationally-minded students. Educators motivate all members of our learning community to "live the Learner Profile".

As **inquirers** we:
- Use research tools and strategies to acquire information
- Develop a natural curiosity
- Acquire the skills necessary to conduct inquiry, research and show independence in learning
- Actively enjoy learning
- Build a foundation to become learners throughout our lives
- Continue our thinking, even when we reach the "end" of our research/assignment

As **thinkers** we:
- Practice taking notes to ensure we express our _own_ thoughts and ideas clearly
- Effectively applying creative thinking skills to articulate reasoned, culturally ethical decisions
- Sort and decide on the various methods to reference others' ideas and work with integrity

As **communicators** we:
- Listen and read attentively and with comprehension, paying attention to detail
- Speak confidently and clearly
- Write clearly, concisely and accurately in a style appropriate for the purpose
- Understand and express ideas confidently, creatively, and in a principled manner
- Use a variety of modes of research tools and communication practices
- Work willingly and effectively in collaboration (not collusion) with others

As **risk-takers** we:
- Strive to analyze and evaluate different types of sources and media
- Approach new academic experiences with courage and forethought

- Foster independence of spirit by exploring critical thinking skills, ideas, and strategies
- Appropriately articulate our defense of personal ideas and beliefs

As **knowledgeable** learners we:
Use language to develop and expand an in-depth knowledge of :
- Types of sources
- Ways in which we use sources effectively
- How to attribute the work of others through bibliographies and works cited
- The true meaning of acting with integrity and practicing personal responsibilities

As **principled** learners we:
- Recognize that research results and findings are powerful and can affect others
- Use research findings and sources responsibly and respectfully while maintaining a strong sense of fairness and justice for the dignity of individuals, groups, and communities
- Communicate with integrity, honesty, and compassion
- Take responsibility for our own actions and the consequences that accompany them

As **open-minded** learners we:
- Appreciate and value the intellectual rights of others
- Seek and evaluate a range of points-of-view

As **caring** learners we:
- Express empathy, compassion and respect towards the needs and feelings of others when speaking, listening and writing
- Voice a personal commitment to encourage others to follow suit
- Foster relationships in which we advise one another on choices made with regard to academic integrity

As **balanced** learners we:
- Find acceptable and appropriate methods of demonstrating our own knowledge while acknowledging others' work and research
- Read a variety of written materials and are able to write for different purposes and audiences, respecting various perspectives

As **reflective** learners we:
- Consciously work to improve and expand our academic integrity routines through practice and patience
- Thoughtfully consider our own learning experiences
- Are able to recognize and access our strengths and limitations in order to support and demonstrate our learning and personal development

III. Definitions
Academic Integrity: Requires that all students and instructors demonstrate the IB Learner Profile of being Principled. Academic integrity is, "A set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" (IBO, 2007, p.2).

Citation: A citation is, "The way you tell your readers that certain material in your work came from another source" (IParadigms, 2014).

Academic Dishonesty includes the following:

Plagiarism: Using the work of another person, both text and/or photos, as your own. This also includes not citing appropriately.

Falsifying Information: Creating information that is not true.

Translational Plagiarism: Using a translation tool to translate phrases and sentences between languages

Cheating includes the following:

Copying: Taking information from another source, including another student, or using a "cheat sheet."

Collusion: Assisting someone else in cheating or sharing completed work.

IV. How Teachers Reinforce Academic Integrity

Teachers will reinforce the values of scholarly integrity by identifying the definition and importance of academic integrity. Teachers will also identify the value of students completing their own work, clarifying their own ideas, and expressing their own thoughts and opinions. Teachers will define integrity and explain its importance and application in regards to student work.

To pursue these values, the learning community will define cheating, plagiarism, translational plagiarism, collusion and academic misconduct. Teachers will model the practice of academic integrity, original thought, and individual creativity in the lives of students as global citizens. Through modeling and direct instruction, students will develop skills and understanding related to ethical and honest academic practices. Teachers will instruct students on how to properly cite and reference their work in each year of the MYP. To promote credibility and validity of student thoughts and opinions, media specialists will assist in developing ethical research skills and applicable citation of sources.

V. The Role of School Community in Supporting Academic Integrity

It is crucial that all members of our community are familiar with the middle schools' academic integrity philosophy, which include the consequences for academic dishonesty. This will foster an atmosphere of integrity and responsibility as students strive to become principled learners.

The following are ways that students support academic integrity:
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to teachers in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

The following are ways that teachers and librarians support academic integrity:
- instructing students on how to give credit to used sources in all work submitted to teachers in written and oral materials and/or artistic products
- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences

The following are ways that school leaders can support academic integrity:
- ensuring that all school and IB policies are applied fairly and consistently
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the

school's academic integrity policy and the programme relevant IB regulations

The following are ways that families can be a resource to the child:
- Encourage your child to do the best they can. Advocate for your child, yet allow them to be the leader in completing the work.
- Use sites like Plagiarism.org to assist in appropriate citations and paraphrasing.
- Find articles that include appropriate citations. The public library has an online electronic database for assistance.

VI. Consequences for Academic Dishonesty or Forgery

Excerpt from Student Handbook:

If a behavior is located in two or more Response Levels, the lowest Response Level should be used for the first occurrence during the current school year, except for Response Levels 1 and 2. (See pg. ##)				
RESPONSE LEVEL 1 Classroom Intervention and/or Discipline	**RESPONSE LEVEL 2** Support Staff Intervention and/or Administrative Discipline	**RESPONSE LEVEL 3** Intensive Intervention and/or Administrative Discipline Up to 3 day In-School-Suspension Up to 3 day of Out-of-School Suspension	**RESPONSE LEVEL 4** Intensive Intervention and/or Administrative Discipline Up to 5 day In-School Suspension Up to 5 day of Out-of-School Suspension	**RESPONSE LEVEL 5** Long-Term Removal from School and Re-Engagement Strategies Mandatory Out-of-School Suspension and/or Recommendation for Expulsion

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Bullying/Harassment					
Engaging in an act of bullying or an act of bullying when such behavior is motivated, in part or in whole, on the target's protected class status or perceived protected class status. See Glossary of Terms for definition of "bullying" and "protected class status." Board Policy 7:180 (Prevention of and Response to Bully, Intimidation and Harassment)		▪	▪	▪	
Cheating					
Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores. (Current policy #8)	▪	▪	▪		
Cheating as part of a group of three or more students. See Glossary of Terms for definition of "cheating."		▪	▪		

References

IBO. (2007). Academic honesty. In *IBO*. Retrieved February 20, 2014, from http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf
IParadigms. (2014). What is citation?. In *Plagiarism.org*. Retrieved February 20, 2014, from http://www.plagiarism.org/citing-sources/whats-a-citation

This document will be reviewed annually by the middle school department chairs.