



Lowell International Elementary School

Academic Integrity Policy

MISSION:

The mission at Lowell International Elementary School is to develop globally minded learners of strong character, who are goal driven towards higher education.

PHILOSOPHY:

Lowell International Elementary School staff believe that it is essential to prepare students for their academic and future careers by modeling, teaching, and practicing academic honesty. The IB Learner Profile guides our students to be principled, knowledgeable inquirers. By demonstrating academic honesty, it will support their development as human beings, who act with integrity and honesty, and who take responsibility for their actions.

Academic Integrity is defined by the International Baccalaureate Organization as “a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment” which enables students to create work based on their “individual and original ideas with the ideas and work of others fully acknowledged” (IBO Academic Honesty 2007, p.2)

ROLES AND RESPONSIBILITY:

Academic Integrity is the responsibility of all concerned parties: the Head of School, teachers, support staff, families, and students. The primary role of

elementary school educators is to raise student awareness of academic honesty and the importance of related ethical issues.

At Lowell International Elementary School, we will set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted. Teachers will facilitate discussions surrounding the benefits of submitting assignments that are correctly referenced and devote time to teaching and practicing these skills in order to make them “second nature”. We will serve as a role model to make sure that all shared materials (handouts, presentations etc.) are correctly referenced. Assignments will be designed so that they do not lend themselves to academic misconduct. In turn, students will develop an understanding about what constitutes academic misconduct, as they learn how to conduct research, how to acknowledge sources, and act in a responsible and ethical manner throughout their participation in the IB programme.

Classroom teachers have the responsibility to explain what academic integrity means in specific, grade-level terms. Clear criteria, examples, and guides are to be provided throughout the teaching process and all work, including homework. Teachers follow the grade specific standards for Information and Technology Literacy. Students develop skills and knowledge to effectively and responsibly use digital tools while recognizing the rights, responsibilities, and opportunities of living in an interconnected digital world.

<https://docs.google.com/document/d/1rJ0tSwTBMKUJGMfkuFfGJbqQnWKibtLgpKN8pTTqn24/edit?usp=sharing>

Parents engage in the process and are provided with regular and frequent examples of the academic honesty policy and strategies for ensuring student engagement and responsibility.*

WHY WE CITE

- To show respect for the work of others.
- To give the reader the opportunity to follow up on references.
- To help a reader distinguish between the work of the creator and the work of others.
- To give the reader the opportunity to check the validity of the creator's interpretation.
- To receive proper credit for the research process.
- To establish credibility and authority of own knowledge and ideas.

WHAT TO CITE

Creators are expected to acknowledge any source of materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary. Written or electronic source materials may include:

- Visual
- Audio
- Graphic
- Lectures
- Interviews
- Broadcasts
- Maps

WHEN TO CITE

- Citation is expected in the body of the creator's work where the external source has been used.
- The reader must be able to clearly distinguish between the words/work of the creator and the words/work of others.
- Including the reference ONLY in the bibliography is not enough.

MALPRACTICE VS. ACADEMIC MISCONDUCT

MALPRACTICE

Behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ACADEMIC MISCONDUCT

Behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

PLAGIARISM

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

OTHER ACADEMIC HONESTY VIOLATIONS

- Collusion
- Taking unauthorized material into an examination room such as a cell phone or a smart watch
- Stealing examination materials
- Disruptive behavior during examination
- Disclosure of information about the content of an examination paper within 24 hours after a written examination
- Cheating on assessments

CONSEQUENCES

Consequences for not following the academic honesty policy may include the following: completing a behavior reflection, being placed on behavioral contracts, redoing the assignment or test with a notation in the gradebook, invalidation of the test, and/or being placed on improvement plans.

OUR REVIEW CYCLE

As a school community, the Lowell International Elementary School staff, administration and Governance Board has been involved in the

development of the Integrity Policy. This policy will be reviewed and revised biannually.

* *Academic Honesty in the IB Educational Context*, August, 2014, pages 8-9.