

Rufus King International School Academic Integrity Policy

IBO Mission Statement

The International Baccalaureate (IB) 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 scholars across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who help to create a better and more peaceful world through intercultural understanding and respect. At Rufus King, we strive for **PRIDE**:

PRINCIPLED

We act with integrity and integrity, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

INQUIRERS who are

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the value and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

DEVELOPING KNOWLEDGE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

and THINKING

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

EMOTIONALLY, PHYSICALLY, ACADEMICALLY BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

CARING individuals

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Rufus King International School Vision Statement

Rufus King International High School (RKIHS) is a community of excellence, fostering rigor, creativity, and diversity to empower students as active, global citizens. Students at Rufus King represent all of the attributes of the IB Learner Profile.

Philosophy

Rufus King International High School promotes the value of academic integrity in coursework, in assessment and in research activities as a natural outgrowth of the IB Learner Profile, which states that all IB learners “strive to be principled, acting with integrity, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere; taking responsibility for their actions and their consequences.” This includes showing respect for the intellectual work of others and acknowledging this work in all academic effort using recognized methodology.

Rufus King recognizes that scholars are exposed to a vast quantity of information in many formats. This level of access also offers opportunities for scholars to avoid the inquiry process in learning, particularly when faced with time constraints. The school community therefore commits to a multi-layered approach which addresses academic integrity in our guiding principles, in our pedagogy and in our procedures within a unified and consistent structure.

Rufus King teaches academic integrity as part of the implementation of the Approaches to Learning Skills in both the Middle Years and Diploma Programs. Thus, scholars are taught both the values and technical application that support personal integrity, respect for the thoughts and works of others and the practice of good academic stewardship.

Rufus King is guided by the constructivist model of the International Baccalaureate, in which the emphasis is placed on process (inquiry, action and reflection) and in which the “hard work of learning” is acknowledged (Teaching Academic Integrity, p.76).

Because Rufus King values equity, the academic integrity policy underscores the intention to offer all scholars equal access to a quality education, with ample opportunity to succeed without undue impediments. This extends to coursework, internal and external assessment and research practices.

Rufus King endeavors to protect the integrity of IB awards.

Defining Characteristics of Academic Integrity

The International Baccalaureate Organization defines academic integrity as “making knowledge, understanding and thinking transparent; in which scholars understand how knowledge is constructed and their role in the building of further knowledge” (Academic Integrity in the IB Educational Context, p.1). As scholars actively integrate the IB Learner Profile into their learning, they work toward becoming principled when they incorporate the recognized methods of citing and referencing the work of others. It is our task to make these principles part of our academic values.

Authentic/Original Work

According to the International Baccalaureate Organization, “an authentic piece of work is one that is based upon the scholars’ individual and original ideas, with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use the scholars’ own language, expression and ideas. Where the ideas or work of another person are represented within a scholars’ work, whether in the form of a direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged” (Teaching Academic Integrity, p.76).

Academic Misconduct

The International Baccalaureate Organization defines academic misconduct as “behavior that results in the scholar or any other scholar gaining an unfair advantage in one or more assessment component” (Understanding Academic Misconduct, p.94).

Academic misconduct includes:

- Plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement
- Collusion—supporting academic misconduct by another scholar, as in allowing one’s work to be copied or submitted for assessment by another
- Any other behavior that gives an unfair advantage to a scholar or that affects the results of another scholar (falsifying data, misconduct during an examination, creating spurious reflections)

Further details and information on academic integrity in the IB can be found in the position paper, [Academic Integrity in the IB](#).

Academic Integrity is a shared responsibility

At Rufus King International High School, academic integrity is a responsibility in which **scholars:**

- Learn and follow all school expectations for the practice of academic integrity
- Gain respect for the principles of intellectual property rights
- Build upon the lessons of a principled IB learner
- Practice the appropriate Approaches to Learning Skills for research and referencing in acknowledging the work of others
- Perform assessments honestly
- Complete coursework within the guidelines of each teacher’s syllabus for academic integrity practice and procedure

At Rufus King International High School, academic integrity is a responsibility in which **teachers:**

- Present scholars with academic integrity guidelines in age-appropriate language in the course syllabus to include definitions of all forms of academic misconduct with examples and consequences for such actions within the IB classroom.
- Present scholars with academic integrity guidelines which cover expectations for culminating projects, group work, oral presentations, creative work and independent work
- Present scholars with materials to support the understanding of academic integrity, such as the Scholar Agenda, the IB’s, “Academic Integrity in the Middle Years Programme” brochure and the IB’s position paper, “Academic Integrity in the IB,” documentation checklists, and the Reference Elements Checklist from the IB’s “Effective Citing and Referencing” document.
- Provide ample opportunities in which to practice citing and referencing as directed by IB guidelines for MYP and DP coursework
- Teach and follow academic integrity about misconduct and the procedure for dealing with occurrences of same.
- Make use of all helpful resources for the determination of breaches of academic integrity such as Turnitin.com

At Rufus King International High School, academic integrity is a responsibility in which **administration:**

- Oversees and ensures that all aspects of the policy and procedure are fair, consistent and transparent
- Provides teaching staff with regular professional development
- Keeps parents informed of and offers opportunities to support scholar learning in positive ways
- Upholds the rights of the scholar if suspected of an incident of misconduct
- Ensures that all parties involved in an academic integrity procedure for suspected misconduct have fair and impartial corrective action
- Maintains a central location for all records of proceedings pertaining to academic integrity procedures

At Rufus King International High School, academic integrity is a responsibility in which **parents:**

- Become aware of school and course policy on academic integrity
- Encourage scholars to perform authentic coursework and assessment

- Communicate regularly within school norms with teachers and administration on scholar progress
- Follow all reasonable suggestions from faculty to improve scholar opportunities to practice the concepts of academic integrity

Academic Integrity Procedure for Misconduct

Rufus King International High School works to ensure consistency and fairness when dealing with potential academic misconduct. To this end, teachers and the school maintain records of each situation of academic misconduct.

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and age-appropriate actions which encourage further learning.

Opportunities for further education and additional instruction of the scholar may include the following:

- In cases of plagiarism, additional instruction regarding the rationale behind conventions of scholarship and the need for integrity in work presented in all academic settings.
- In cases of collusion or duplication of work, additional instruction to support scholar approaches to learning such as study habits, research skills and time management that may have contributed to a lack of preparation.

In cases of serious academic misconduct, such as detailed above, administration will work with these issues and may convene a panel of the following persons: grade-level and program administrators, teacher, program coordinator, guidance counselor, other specialists as required or requested and parents/guardians.

In all cases, scholars have the right to be informed of the details of the potential breach of academic integrity policy in writing, including teacher's reasonable and appropriate interventions taken to address the issue. All stakeholders involved in the procedure will be given opportunity to be heard and to seek clarification as needed. Actions undertaken by administration will be set forth in writing.

Consequences of Academic Misconduct in the MYP

In the case of academic misconduct, the following series of interventions will be enacted:

1. Academic Misconduct 1

- The teacher will conference with the scholar.
- The teacher will contact the scholar's parent/guardian (either through a letter to be signed and returned to the teacher, through a phone call, or through e-mail); the teacher will document contact in Infinite Campus PLP notes as "academic misconduct 1" and name/describe the assignment plagiarized in the notes.
- The scholar must demonstrate authentic understanding of the material as determined by the teacher within the time frame given by the teacher and attach the Room for Growth Reflection signed by both the scholar and parent/guardian.
- No other evidence will be assessed until this learning task is completed authentically. [The teacher will turn the Room for Growth Reflection in to the appropriate IB coordinator.]

2. Academic Misconduct 2

- The teacher will contact the scholar's parent/guardian (either through a letter to be signed and returned to the teacher, through a phone call, or through e-mail); the teacher will document contact in Infinite Campus PLP notes as "academic misconduct 2" and name/describe the assignment plagiarized in the notes. The scholar will earn a zero (0) on the learning and will have to show evidence of proficiency on future assignments.
- Scholar will attend peer mediation requested by the teacher and complete a letter of reflection [due two weeks after the mediation session] signed by both the scholar and parent/guardian. [The peer mediation adviser will turn an AI peer mediation form in to the appropriate IB coordinator. The teacher will turn the letter of reflection in to the appropriate IB coordinator.]

- The scholar will earn a zero (0) on the learning and will have to show evidence of proficiency on future assessment.
 - No other evidence will be assessed until the letter of reflection is completed.
3. Academic Misconduct 3
- The scholar will have a conference with the grade level administrator, parent/guardian, and teacher; the teacher will document contact in Infinite Campus PLP notes as “academic misconduct 3” and name/describe the assignment plagiarized in the notes.
 - The scholar will attend an after-school mandatory supervised reflection scheduled at the conference. [The administrator or teacher supervising the mandatory after-school reflection will turn the reflection letter in to the appropriate IB coordinator.]
 - The scholar will earn a zero (0) on the learning and will have to show evidence of proficiency on future assessments.
 - No other evidence will be assessed until the mandatory supervised reflection is completed.
4. Academic Misconduct 4
- The teacher will document the behavior in Infinite Campus PLP notes as “academic misconduct 4” and name/describe the assignment plagiarized in the notes.
 - The scholar and a parent/guardian will attend an Honor Court with: MYP Coordinator, grade level administrator, student representative, teacher (a department chair not from the department in which the infraction occurred)
Possible consequences include removal from extracurricular activities, athletics, honors societies, and/or the Diploma Programme.

Consequences of Academic Misconduct in the DP

In the case of academic misconduct, Diploma Programme teachers will use the MYP tiers. If a scholar has never engaged in academic misconduct, the interventions will begin at tier 1. If a PLP note exists identifying previous academic misconduct, the appropriate tier intervention will be identified and followed.

Scholars who consistently engage in forms of academic misconduct and do not engage authentically in their own learning, demonstrate no proficiency in the subject/course and are far less likely to succeed in the subject/course.

References

- “A Framework for Identifying Aspects of Academic Integrity Across the Continuum of IB Programmes.” Academic Honesty in the IB Educational Context. International Baccalaureate Organization. Geneva, Switzerland: 2014.
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- “Making Academic Honesty a School Priority: Developing, Implementing and Reviewing an Academic Honesty Policy.” Academic Honesty in the IB Educational Context. International Baccalaureate Organization. Geneva, Switzerland : 2014.
- “Understanding Academic Misconduct.” MYP: From Principles into Practice. International Baccalaureate Organization. Geneva, Switzerland : 2014.

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Date

Dear Parent/Guardian of Diploma Programme scholar *Student first last name*:

The International Baccalaureate Organization strongly believes and promotes that academic integrity is of the utmost importance for students and teachers. When scholars complete Diploma Programme assessments for the IBO, both they and their teachers have to sign that the work is entirely theirs and any outside support or reference material is cited. To help students understand the gravity of this responsibility, the school agenda outlines guidelines for academic integrity and consequences for academic misconduct on pages 12-13.

Students discussing, collaborating, or researching course content outside of class is not only acceptable, but laudable. Learning tasks—homework and assessments—however, are to be each scholar's individual work unless otherwise communicated by the teacher. In reviewing your scholar's ***describe the learning task not completed authentically***, I discovered that ***describe the academic misconduct specifically***. It does not matter how this happened but that it happened. ***As a result, your scholar will need to redo learning task authentically by give the deadline for the redo.*** In addition, your scholar must complete the back of the Room for Growth Reflection (attached half sheet). When both the learning task and reflection are complete, both you and your scholar need to sign the front of the reflection form. Please note that no other course evidence will be assessed until the learning task is authentically redone and turned in with the reflection half sheet completed and signed.

Please take the time to review the school agenda pages 12-13 with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

Teacher

Department

cc: Mr. Gatewood—DP coordinator

Administrator name—junior/senior administrator



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Sincerely,

Teacher
Department

cc: Ms. Lewandowski—MYP coordinator

Administrator name—*freshman/ sophomore* administrator

ACADEMIC MISCONDUCT 1 – ROOM FOR GROWTH REFLECTION

SCHOLAR NAME _____ DATE _____

COURSE _____

TEACHER _____

ASSIGNMENT/ASSESSMENT _____ REDO DEADLINE _____

I understand that academic integrity is part of being a principled IB learner who cares about my own learning. As a reflective IB scholar, I understand that engaging in learning dishonestly only hurts my own learning and growth. I understand that this is a learning experience for me and that by doing the learning honestly and for myself, I am growing as a scholar. I understand that a second instance of academic misconduct will result in peer mediation and a written reflection; parent contact; and a zero on the assignment/assessment, so I will need to show my proficiency in future assignments/assessments.

Complete the short reflection on back. After completing the learning, sign below and attach this to the assignment/assessment.

This redone assignment/assessment has been done honestly, and I have neither given nor received unauthorized assistance on it.

PARENT _____ SCHOLAR _____

SIGNATURE _____ SIGNATURE _____

Teacher should copy this back to back with the next page, fill out the top of this side (6 parts), and staple to the back of the form letter. Keep a copy for your records with the letter.

ACADEMIC MISCONDUCT 1 – ROOM FOR GROWTH REFLECTION

I engaged in academic misconduct because _____

I will take the following steps in order to ensure quality work in the future by _____

Teacher should copy this back to back with the previous page and staple to the back of the form letter.



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Please take the time to review the school agenda pages 12-13 with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

Teacher
Department

cc: Mr. Gatewood—DP coordinator

Administrator name—junior/senior administrator



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Please take the time to review the school agenda pages 12-13 with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

Teacher

Department

cc: Ms. Lewandowski—MYP coordinator

Administrator name—*freshman/ sophomore* administrator



RUFUS KING INTERNATIONAL HIGH SCHOOL



POST PEER MEDIATION LETTER OF REFLECTION

On a sheet of loose leaf (or typed), please write a letter essay to answer the following questions. Address the letter: “Dear Rufus King International High School Community” and be sure both to sign and print your name at the end of your reflection.

- ✍ Identify how my actions have harmed my class.
- ✍ Identify how my actions have harmed me.
- ✍ Describe how I will avoid academic misconduct in the future.

This Letter of Reflection is due: _____

Teacher should contact Kelly O’Keefe-Boettcher (okeefeka@...) to schedule a peer mediation for the scholar. Once the mediation is finished, Ms. O’Keefe-Boettcher will tell the teacher provide the scholar with this half-sheet. Keep a copy for your records.



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Students discussing, collaborating, or researching course content outside of class is not only acceptable, but laudable. Learning tasks—homework and assessments—however, are to be each scholar's individual work unless otherwise communicated by the teacher. In reviewing your scholar's ***describe the learning task not completed authentically***, I discovered that ***describe the academic misconduct specifically***. It does not matter how this happened but that it happened. As this is the ***third instance*** of academic misconduct, your scholar will receive a zero for this learning task; and we need to conference with your scholar's grade level administrator at which time, we will schedule an after school mandatory reflection for your scholar. Please expect a phone call from ***administrator's name*** to schedule this conference.

Please take the time to review the school agenda pages 12-13 with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

Teacher
Department

cc: Mr. Gatewood—DP coordinator
Administrator name—*junior/senior* administrator



Date

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Sincerely,

Teacher

Department

cc: Ms. Lewandowski—MYP coordinator

Administrator name—*freshman/sophomore* administrator



ACADEMIC MISCONDUCT 3 – SUPERVISED REFLECTION **LETTER TO THE RUFUS KING COMMUNITY**

For this reflection, you will need your agenda, loose leaf, and a pen.

1. Reread the “Academic Integrity” section of the agenda (pages 12-13). Take notes as you read. What do you learn that you did not realize?
2. Read the article below “Why Academic Integrity Matters.” Annotate as you read.
3. Write a cohesive letter essay of 500-700 words to the Rufus King community (“Dear Rufus King International High School Community,”) in which you discuss:
 - ✍ your understanding of academic integrity based on the two readings,
 - ✍ how this applies to your actions (three academic misconduct instances),
 - ✍ and how you will repair your own academic integrity: What is your commitment?Be sure to include a closing and signature. When finished, turn it in to your teacher.



Why Academic Integrity Matters

We live in a culture where “the bottom-line” tends to receive undue emphasis, often to the exclusion of other values. People want to know how their company will profit, or “what’s in it for them,” and generally think in material terms—such as money and power—when using this approach. Although there are practical “material” reasons why it’s important for students to be honest in their academic endeavors (see below), they turn out to be of less significance.

The most important reason that each of us should strive to be a person of integrity is that all human relationships, and therefore the very fabric of society, is based on our ability to trust one another—and this, in turn, is based on honesty. Think about it: whether in personal relationships, or at work, how much do (or can) we trust people who aren’t honest with us? And how much of a relationship can we have with someone we don’t trust? It all boils down to honesty. It is therefore no coincidence that the words “honor” and “honesty” share the same root, nor that cultures throughout history and world-wide have prized honor so highly.

Another important value that operates independently of the “bottom line” is fairness. When students cheat, they gain a short-term advantage over other students, and that’s not fair. It’s not fair to have a cheat-sheet when others are relying on memory; it’s not fair to submit the writing of a published author when other students are submitting their own writing; and it’s not fair to collaborate with someone else on a homework assignment when other students are following the professor’s instructions and working on their own.

Let’s also be clear about our mission here at Rufus King International High School, which is—first and foremost—education. Dishonest academic conduct undermines the learning process in multiple ways: it stunts the development of important skills such as reading, writing, research, analysis, synthesis, and comprehension; it hinders students in recognizing where their strengths and weaknesses in these areas lie; it prevents students from developing the self-confidence that comes from successfully completing a challenging assignment on one’s own; it thwarts the development of creativity and critical thinking; and, lastly, it provides incorrect information to instructors in that critical feedback loop between students and their teachers. For all of these reasons it is clear that dishonest academic behavior defeats the educational goals of our school and, thus, diminishes the value of a student’s education.

Remember, too, that the credibility of your diploma will be based on the reputation of Rufus King, which derives from the quality and integrity of our scholarship and learning. When you complete your work honestly, you can take pride in the fact that you are playing an important part in upholding the reputation that Rufus King International High School currently enjoys as a top-notch high school that has national recognition; Ivy League schools look at our scholars’ college applications because of our reputation.

Of course there are times when you might get a better grade if you cheated on an exam or plagiarized in a paper, so it might seem to be in your best self-interest to do so. In fact, the reason people respect individuals with integrity so much is that everyone knows that it’s not always easy to do the honest or fair thing; and that sometimes doing the right thing conflicts with what appears to be in our best interest.

So why should you be honest and fair when you know that not everyone is? Beyond the inherent “goodness” of honesty and fairness, what are the “material” pay-offs? As mentioned above, the esteem of others, self-confidence, better skills and a more accurate sense of where your strengths and deficiencies lie - as well as a diploma that has value in the marketplace -these are all tangible benefits that come from doing your work honestly.

But what is most important is the self-respect that comes from knowing that you’re doing your part to create the kind of world that you want to live in: a world where people are honest and the playing field is fair. A society that is based on the premise, “May the best person win,” rather than “May the most devious cheater win.” After all, who would you want to be your surgeon, your structural engineer, your son or daughter’s teacher: the person who was best for the job, or the one who cheated their way through school and is only faking competence?

“You must be the change you want to see in the world.” —Mahatma Gandhi
That pretty much sums it up, doesn’t it? Integrity begins with you.

Adapted from: “Why Academic Integrity Matters.” The Regents of the University of California. 2006.



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Date

Dear Parent/Guardian of Diploma Programme scholar *Student first last name*:

The International Baccalaureate Organization strongly believes and promotes that academic integrity is of the utmost importance for students and teachers. When scholars complete Diploma Programme assessments for the IBO, both they and their teachers have to sign that the work is entirely theirs and any outside support or reference material is cited. To help students understand the gravity of this responsibility, the school agenda outlines guidelines for academic integrity and consequences for academic misconduct on pages 12-13.

Students discussing, collaborating, or researching course content outside of class is not only acceptable, but laudable. Learning tasks—homework and assessments—however, are to be each scholar's individual work unless otherwise communicated by the teacher. In reviewing your scholar's ***describe the learning task not completed authentically***, I discovered that ***describe the academic misconduct specifically***. It does not matter how this happened but that it happened. As this is the **fourth instance** of academic misconduct, your scholar will receive a zero for this learning task. Your scholar must also attend an honor court made up of Diploma Programme coordinator Mr. Gatewood, ***senior/junior administrator administrator name***, an academic department chair, and a student representative; you are also expected to be present. Please expect a phone call from ***administrator's name*** to schedule the honor court date and time.

Please take the time to review the school agenda pages 12-13 with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

Teacher
Department

cc: Mr. Gatewood—DP coordinator
Administrator name—junior/senior administrator



RUFUS KING INTERNATIONAL HIGH SCHOOL

1801 W. Olive Street
Milwaukee, Wisconsin 53209-6898
Phone: (414) 267-0700
Fax: (414) 267-0715
Fax: (414) 267-0815

Date

Dear Parent/Guardian of Middle Years Programme scholar *Student first last name*:

The International Baccalaureate Organization strongly believes and promotes that academic integrity is of the utmost importance for students and teachers. When scholars complete the Personal Project for the IBO, both they and their teachers have to sign that the work is entirely theirs and any outside support or reference material is cited. To help students understand the gravity of this responsibility, the school agenda outlines guidelines for academic integrity and consequences for academic misconduct on pages 12-13.

Students discussing, collaborating, or researching course content outside of class is not only acceptable, but laudable. Learning tasks—homework and assessments—however, are to be each scholar's individual work unless otherwise communicated by the teacher. In reviewing your scholar's ***describe the learning task not completed authentically***, I discovered that ***describe the academic misconduct specifically***. It does not matter how this happened but that it happened. As this is the ***fourth instance*** of academic misconduct, your scholar will receive a zero for this learning task. Your scholar must also attend an honor court made up of Diploma Programme coordinator Mr. Gatewood, ***senior/junior administrator administrator name***, an academic department chair, and a student representative; you are also expected to be present. Please expect a phone call from ***administrator's name*** to schedule the honor court date and time.

Please take the time to review the school agenda pages 12-13 with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

Teacher
Department

cc: Ms. Lewandowski—MYP coordinator

Administrator name—*freshman/sophomore* administrator