

**Wedgewood Park International School**  
***An International Baccalaureate Middle Years Program***

# **ACADEMIC INTEGRITY POLICY**

**Updated Fall 2023**

## ***Wedgewood Park's Vision***

Wedgewood Park International School aims to be the most successful IB Middle Years Programme at developing inquiring, culturally responsive, knowledgeable and respectful lifelong learners who meet the challenges of a diverse world through intercultural understanding and rigorous learning experiences.

## **Mission of the Academic Integrity Policy**

The Academic Integrity Policy is designed to define and clarify the expectations associated with the submission of authentic work. It will provide staff, students, parents, counselors, and administrators with a common understanding of malpractice, define the responsibilities of all parties in preventing malpractice, and encourage principled behavior in the learning environment of our school.

**Academic integrity** refers to the following ideas:

- We believe in appropriate conduct and following all guidelines for examinations.
- We believe in the full acknowledgement of original authorship and ownership of creative materials and will cite and give credit to those sources.
- We believe in producing authentic and creative pieces that are not plagiarized.
- We believe in the protection of all forms of intellectual property.

Based on the IB definition, "Malpractice is defined as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components."

**Malpractice or academic dishonesty includes:**

- Plagiarism: this is defined as knowingly submitting the ideas or work of another person as their own.
- Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements.
- Any other behavior that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, etc.)."

Taken from: Academic Integrity: guidance for schools, September 2003, International Baccalaureate Organization 2003.

**How can I make sure that I am not plagiarizing material?**

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- Acknowledge all ideas and work of other persons, regardless of their source.

- Treat email messages, websites on the Internet and any other electronic media in the same way as books and journals.
- Acknowledge the sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material.
- Enclose passages that are quoted verbatim within quotation marks and provide references.
- Acknowledge the source/origin of all works of art, film, dance, music, theater arts or visual arts, etc.
- Acknowledge the source of paraphrased material.
- Use Google Classroom Plagiarism checker for all written work before submission.
- Use Easybib.org to cite references.

### **The use of Artificial Intelligence Tools**

As noted in Appendix 6 of IB's Academic Integrity Policy, the use of artificial intelligence is not banned by either IB or Wedgewood. However, students must know the following:

- Students must always be able to speak to their work
- Teachers must have steps in place to ensure they have "seen the student develop the work over a period of time" (reflections, drafts, meetings, etc)
- IB does not regard any work produced - even in part - by AI tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software and cited as such.
- The software must be credited in the body of the text and appropriately referenced in the bibliography.
  - Failure to do so is a form of academic misconduct.

### ***Academic Integrity is a Shared Responsibility***

#### ***Roles and Responsibilities:***

**Administration:** 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. Checks that the policy is updated annually.

**Librarian:** The Librarian works in collaboration with the teachers to develop the research skills that are necessary in MYP. In addition, the Librarian ensures that academic honesty is followed throughout the building.

**Class Teachers:** Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also model good practice and be vigilant in addressing all instances of malpractice in a timely manner. The classroom teacher is also responsible for teaching, monitoring and assessing the research skills in order to equip students with the tools necessary to maintain academic honesty. They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative.

**Coordinator:** Coordinators and Wedgewood administration should ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible. Checks that the policy is updated annually. Provides time and place for all parties to reflect on policy implementation and review and revise the policy.

**Students:** Students are required to act and behave according to the guidelines outlined in the Wedgewood Park IB School handbook. Students are required to uphold the virtues of honesty and truth within an international school environment. Academic integrity requires students to understand the difference between academic dishonesty, intellectual property, plagiarism and authentic authorship.

**Parents:** Parents should speak to their children about the need to be honest and why it is important to be so in terms of academic progress.

### ***Academic Integrity Procedure for Misconduct***

Wedgewood Park 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. Additionally, scholars must be able to speak to their work in a reasonable context.

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

#### **1. Academic Misconduct 1**

- Teacher will conference with the scholar.
- 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 email); 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.
- No other evidence will be assessed until this learning task is completed authentically. The teacher will turn the Room for Growth Reflection into 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 email); the teacher will document contact in







WEDGEWOOD PARK INTERNATIONAL SCHOOL

6506 W. Warnimont Avenue  
Milwaukee, Wisconsin 53220-1398  
Phone: (414) 604-7800  
Fax: (414) 604-7815  
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 Community Project, 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 policy outlines guidelines for academic integrity and consequences for academic misconduct.

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 \_\_\_\_\_, I discovered that \_\_\_\_\_. It does not matter how this happened but that it happened. As a result, your scholar will need to redo \_\_\_\_\_ authentically by the deadline of: \_\_\_\_\_. 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 regarding academic honesty with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

***Teacher***

***Department***

cc: Mrs. Bahr—MYP coordinator

***Administrator name—6<sup>th</sup> grade, 7<sup>th</sup> grade, or 8<sup>th</sup> grade 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 the 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 \_\_\_\_\_

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

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





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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 \_\_\_\_\_, I discovered that \_\_\_\_\_. It does not matter how this happened but that it happened. As this is the **second instance** of academic misconduct, your scholar will receive a zero for this learning task and will attend a peer mediation session through our school program, scheduled for the date. After the peer mediation, your scholar must complete a letter of reflection, signed by both your scholar and you by \_\_\_\_\_. Your scholar will receive directions for this letter immediately after the peer mediation session.

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

Sincerely,

***Teacher***

***Department***

cc: Mrs. Bahr—MYP coordinator

***Administrator name—6th, 7th, or 8th grade administrator***

## ACADEMIC MISCONDUCT 2

### 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 Wedgewood Park International School Community” and be sure 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: \_\_\_\_\_



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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 \_\_\_\_\_, I discovered that \_\_\_\_\_. 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 the administrator's *name* to schedule this conference.

Please take the time to review the school policy regarding academic honesty with your scholar. If you have any questions, please feel free to contact me. Thank you for your support.

Sincerely,

***Teacher***

cc: Mrs. Bahr—MYP coordinator

***Administrator name***—6th grade, 7th grade, or 8th grade administrator



**ACADEMIC MISCONDUCT 3 – SUPERVISED REFLECTION**  
**LETTER TO THE WEDGEWOOD PARK COMMUNITY**

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

1. Reread the “Academic Honesty Policy.” 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 Wedgwood Park Community (“Dear Wedgwood Park International 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.