



# Academic Integrity Policy

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# I. SCHOOL VISION, MISSION, AND PHILOSOPHY

## A. VISION AND MISSION OF THE ATLANTA NEIGHBORHOOD CHARTER SCHOOL

Our vision is to be a dynamic learning community where students become life-long learners, develop self-knowledge, and are challenged to excel.

The mission of the Atlanta Neighborhood Charter School (ANCS) is to use the principles of the Coalition of Essential Schools (Appendix A) to:

- BUILD an empowered and inclusive community of students, parents, and educators
- CHALLENGE each student to take an active role as an informed citizen in a global society
- ENGAGE the whole child - intellectually, social-emotionally, and physically
- HELP all students to know themselves and to be known well by their community
- COLLABORATE with the larger community to advocate for student-centered schools.

In carrying out our mission, we are guided by the following values and principles.

ANCS is affiliated with the Coalition of Essential Schools (CES), a national network of schools focused on creating schools that are intellectually challenging, personalized, and democratic. CES schools are simply united by a shared commitment to ten Common Principles (Appendix A) that guide teaching, learning, and decision-making at each school. They are:

- Learning to use one's mind well
- Less is more: depth over coverage
- Goals apply to all students
- Personalization
- Student-as-worker/Teacher-as-coach
- Demonstration of mastery
- A tone of decency and trust
- Commitment to the entire school
- Resources dedicated to teaching and learning
- Democracy and equity

At ANCS, our Guiding Principles describe how we are to behave as members of the ANCS school family. We have an individual and collective responsibility to:

- Come to school and every class prepared to learn and do our best
- Respect each other, our surroundings, and ourselves
- Take responsibility for our actions and learning
- Resolve conflicts in a peaceful, thoughtful, and meaningful way
- Celebrate our individual and collective successes.

Additionally, the learners within our school community seek to embody the attributes of the IB MYP Learner Profile.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

## II. PURPOSE AND PHILOSOPHY OF ACADEMIC INTEGRITY

### A. PURPOSE OF THE ACADEMIC INTEGRITY POLICY

This Academic Integrity Policy is designed to ensure transparency, fairness, and equity in our practice and within our school family. This policy is a working document that provides an overview of the beliefs and practices of the members of our school family as they relate to the academic practice of our students as they work to fulfill the mission of the International Baccalaureate Middle Years Programme and the Atlanta Neighborhood Charter School.

### B. PHILOSOPHY OF ACADEMIC INTEGRITY

The vision of ANCS is to be a dynamic learning community where students become lifelong learners, develop self-knowledge, and are challenged to excel. In order to do this, we develop appropriate academic practices that enable us to be successful learners and citizens of the world. We embrace the Common Principles of the Coalition of Essential Schools, including learning to use one's mind well, establishing a tone of decency and trust, and challenging each student to take an active role in their own learning. As a community, we strive to live by the ANCS Guiding Principles and therefore take responsibility for our actions and learning by respecting the intellectual property of others and demonstrating integrity in our own work. We recognize that the creation of a culture that values academic integrity and promotes ethical decision-making is a work to be undertaken by the whole community, and that in order to live out our principles we must establish an environment of decency, trust, and respect in all academic endeavors.

## III. DEFINITIONS

**ACADEMIC INTEGRITY:** a principle formed by the attributes of the IB learner profile. In teaching, learning, and assessment, academic integrity serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

**ACADEMIC MISCONDUCT:** a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components. This includes the use of text-generating AI (see below for definition) in place of student generated work.

**AUTHENTIC:** not copied; originated from the creator.

**CHEATING:** acting dishonestly or unfairly to give or gain an advantage.

**CITATION:** an indication in the text that this material is not ours; we have “borrowed” it (as a direct quote, paraphrase, or summary) from someone or somewhere else; acknowledging the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and the ideas and the words and work of other creators.

**COLLUSION:** supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

**DUPLICATION OF WORK:** the presentation of the same work for different assessment components.

**INTELLECTUAL PROPERTY:** intangible creations of the mind such as inventions, literary and artistic works.

**PARAPHRASING:** restating all of the important details from a passage in simpler original language. It is accomplished by reading the passage carefully, understanding the meaning, and then rewriting in your own words. A well-written paraphrase has the same meaning as the original passage and is approximately the same length.

**PLAGIARISM:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

**REFERENCE:** gives the full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order, usually from a prescribed style guide.

**SUMMARY:** restating only the main ideas of a passage in your own words. It is accomplished by reading a passage carefully and deciding what the main idea is - usually one main idea per paragraph. A well-done summary contains one main idea, no details, and is much shorter than the original.

**TEXT-GENERATING AI:** software designed using generative pre-trained transformers (GPT) that can be used to replace student-created output. This includes, but is not limited to: ChatGPT, Google Bard, AnyWord, WriteSonic, GrammarlyGO, etc.

# IV. EDUCATION AND GUIDANCE RELATED TO ACADEMIC INTEGRITY

## A. MEASURES TAKEN TO PROVIDE EDUCATION AND SUPPORT

### **Teachers will:**

- Create and promote an environment where ethical decision-making is valued
- Provide instruction on summarizing information.
- Provide instruction on paraphrasing information.
- Provide instruction on how to collect source information.
- Provide instruction on how to organize source information for citing.
- Provide instruction on how to use quotation marks for in-text citation.
- Provide opportunities to work within groups with explicit instruction on the balance of labor and share responsibilities in order to avoid collusion.
- Level reading material (print and digital) to ensure level of comprehension does not affect academic integrity.
- Utilize grade level expectations to ensure consistency and transfer of skills between subject areas.
- Formatively assess students to determine the level of individual student mastery of the above skills.
- Remediate skills for students who do not demonstrate mastery.

## B. AGE APPROPRIATE GUIDANCE ON EXPECTED BEHAVIORS

### **6th grade students should be able to:**

- List sources according to task instructions.
- Summarize reading.
- Paraphrase information.
- Refer to a source/author in a work of writing/speaking.
- Create a working definition of “authentic”.

### **7th grade students should be able to:**

Complete all of the above tasks, and

- Create a reference list.

### **8th Grade students should be able to:**

Complete all of the above tasks, and

- Utilize in-text citations with quotation marks.

## V. RESPONSIBILITIES WITHIN THE SCHOOL FAMILY

### A. STUDENT RESPONSIBILITIES

- Be familiar with the Academic Integrity Policy.
- Practice academic integrity on all assignments including homework, classwork, and assessments.
- Utilize skills necessary to complete assignments and assessments with academic integrity (summarizing, paraphrasing, using quotation marks, creating works cited, collaborating, and acknowledging author/source in writing).
- Report known academic misconduct to a teacher, the MYP Coordinator, or an administrator.
- Ask for help when you are unsure
- Actively avoid situations that might result in collusion, plagiarism, cheating, lying, or stealing the academic property of others.
- Define and understand the term “authentic” in regards to work.
- Transfer academic integrity skills across subject areas.
- Clearly distinguish between your own work and the work and ideas of others.
- Take responsibility for individual work when working in groups and expect group members to be responsible for their work.
- Utilize technology appropriately; no use of text-generative AI unless explicitly assigned by teacher.

### B. TEACHER RESPONSIBILITIES

- Be familiar with the Academic Integrity Policy and refer to it often when planning units and lessons.
- Instruct grade appropriate skills (listed on previous page).
- Ensure consistency of expectations across grade level by developing common language and expectations.
- Communicate expectations specifically and clearly when assigning work.
- Provide a positive example by referencing sources for information in handouts and digital presentations.
- Follow appropriate procedures for incidents of academic misconduct.
- Teach students skills necessary to complete assignments and assessments with academic integrity (collaboration, citing sources, summarizing, paraphrasing, using quotations, creating works cited, collaborating, and acknowledging author/source in writing).
- Formatively assess students on skills related to academic integrity in isolation and provide students with feedback in order to improve prior to summative assessments.
- Ensure that assessment “playing field” is fair by not providing support for students during assessments beyond clarification of directions.
- Hold students accountable for communicating with peers during individual in-class assessments.
- Differentiate assignments/resources so that all students can access information in order to

ensure that students can apply skills related to academic integrity.

- Remember that all teachers are teachers of language, by reinforcing these skills in subject areas outside of Language & Literature and Individuals & Societies.
- Address instances of academic misconduct, including the use of text-generating AI, using the procedures outlined below

### **C. ADMINISTRATION AND STAFF RESPONSIBILITIES**

- Be familiar with the Academic Integrity Policy and refer to it often when observing classrooms to find areas of consistency/inconsistency.
- Ensure that all teachers, students, and families have access to and understand the definitions and practices of academic integrity as well as the repercussions/consequences of academic misconduct.
- MYP Coordinator will maintain a cumulative record of academic misconduct.

### **D. PARENT AND FAMILY RESPONSIBILITIES**

- Be familiar with the Academic Integrity Policy and refer to it often when supporting student(s) through academic struggles at home.
- Provide a positive example of academic integrity by encouraging students to seek teacher assistance rather than helping with homework or assessments.



# VI. PROCEDURES IN RESPONSE TO INSTANCES OF ACADEMIC MISCONDUCT

## A. RIGHTS OF THE STUDENT

- Right to submit an alternative assignment.
- Right to be taught the skills that are lacking.
- Right to a meeting with teacher and MYP Coordinator to explain situation/intent.
- Right to have advisor present as a “safe-person” and consistent representation in the case of multiple different subject areas.

## B. PROCEDURES FOR REPORTING, RECORDING AND MONITORING ACADEMIC MISCONDUCT

### **Academic Misconduct Point of Contact: MYP Coordinator**

When academic misconduct is found, the teacher will contact the MYP Coordinator. The following steps will be initiated once an instance of misconduct is determined.

### **First Instance of Misconduct:**

#### **Teacher:**

- Notify MYP Coordinator
- Share learning experiences and formative feedback provided to students when skills were instructed.
- Teacher, MYP Coordinator, advisor, student meet to discuss “why” the academic misconduct happened and determine the lacking skill. At the end of the meeting, the student commits to a day and time to meet with the teacher for additional instruction on lacking skill.
- Contacts parents to discuss the academic misconduct as well as the results of the meeting.
- If the academic misconduct happened on an assessment, after the additional instruction, the teacher provides the original **or** alternative assessment to the student to complete honestly (as determined based on the nature of the misconduct as well as the assessment).
  - Assessment will then be completed by student during Office Hours, with teacher present.
  - In ManageBac, the new score is recorded. A note about the academic misconduct is included in the comments section, with the original score.

#### **Advisor:**

- Meets with teacher, MYP Coordinator, and student to gain an understanding of the situation.

**Student:**

- Meets with teacher and advisor to explain the situation and why academic misconduct happened.
- Meets with the teacher to receive additional instruction on lacking skill.
- If an assessment, attends Office Hours to complete original or alternative assessment.
- Completes a reflection and submits to MYP Coordinator.

**MYP Coordinator**

- Keeps documentation of the offense, minutes from the meeting with the teacher, what skill is to be instructed, and student reflection at the end of the process.
- If necessary, contacts counselor to initiate meeting between counselor and student to discuss situation.

**Counselor:**

- If necessary, meets with student to gain insight on situation and provide additional support/guidance.

**Second Instance of Misconduct with Same Skill:****Teacher:**

- Notify MYP Coordinator
- Share learning experiences and formative feedback provided to students when skills were instructed.
- Contact family to set-up a meeting with teacher, advisor, MYP Coordinator, student, and family member(s).
- Teacher, advisor, MYP Coordinator, student, and family member(s) meet to discuss why this is a continued issue and to determine consequences for any future infractions.
- If the academic misconduct happened on an assessment, after additional instruction, the teacher provides an alternative assessment to student to complete honestly.
  - Assessment will then be completed by student during study hall, with teacher present.
  - In ManageBac, a “o” is recorded with the achievement level for the re-assessed work noted in the comments. Student does not receive “credit” for assessment, achievement level is only recorded to document level of skill.

**Advisor:**

- Meets with teacher, MYP Coordinator, student, and family to gain an understanding of the situation.

**Student:**

- Meets with teacher, advisor, MYP Coordinator, and family to explain situation and why academic misconduct happened and to help determine consequences for future infractions.
- If an assessment, attends study hall to complete an alternative assessment.

- Completes a reflection and submits to advisor.

### **MYP Coordinator**

- Keeps documentation of the offense, minutes from the meeting with teacher, what skill is to be instructed, and student reflection at end of process.
- Contacts counselor to initiate meeting between counselor and student to discuss situation.

### **Counselor:**

- If necessary, meets with student to gain insight on situation and provide additional support/guidance.

## **Third Instance of Misconduct with Same Skill:**

### **Teacher:**

- Notify MYP Coordinator
- Share learning experiences and formative feedback provided to students when skills were instructed.
- Contact family to set-up a meeting with teacher, advisor, student, and family member(s).
- Teacher, advisor, student, and family member(s) meet to discuss why this is a continued issue and review consequences determined at previous meeting.
- If the academic misconduct happened on an assessment, the teacher provides an alternative assessment to student to complete honestly.
  - Assessment will then be completed by student during study hall, with teacher present.
  - In ManageBac, a “o” is recorded along with the achievement level for the re-assessed work. Student does not receive “credit” for assessment, achievement level is only recorded to document level of skill.

### **Advisor:**

- Meets with teacher, student, and family to gain an understanding of the situation.
- Keeps documentation of the offense, minutes from the meeting with teacher/family, which consequence is going to be put into place and the timeline for that consequence, and student reflection at the end of the process.
- Contacts counselor to initiate meeting between counselor and student to discuss situation.

### **Student:**

- Meets with teacher, advisor, and family to explain situation and why academic misconduct happened and to take responsibility by accepting consequence(s).
- If an assessment, attends study hall to complete an alternative assessment.
- Completes a reflection and submits to advisor.

### **MYP Coordinator**

- Keeps documentation of the offense, minutes from the meeting with teacher, what skill is to be instructed, and student reflection at end of process.
- Contacts counselor to initiate meeting between counselor and student to discuss situation.

**Counselor:**

- If necessary, meets with student to gain insight on situation and provide additional support/guidance.

**Subsequent instances of misconduct with Same Skill:**

The MYP Coordinator will work with the administration team to determine further support and consequences.

## VII. PROCEDURE FOR REVIEW OF ACADEMIC INTEGRITY POLICY

This Academic Integrity Policy was created by the MYP Steering Committee in 2019 with improvements made based on input from the full faculty and staff. This policy will be reviewed annually to make additional improvements and will also be referenced during the planning of each unit of study. Students and families will be provided with this policy at the beginning of each school year so that it can be reviewed as often as necessary to ensure that the practices outlined in this policy are observed.

The IB Standards and Practices addressed in this policy are included below, in order to ensure that as the policy develops it continues to meet all requirements.

**Standard: Culture through policy implementation(0301)**

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

**Culture Practice 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)**

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Reviewed and updated September 2022.

Reviewed and updated August 2023.

# VIII. APPENDICES

## APPENDIX A: COALITION OF ESSENTIAL SCHOOLS 10 COMMON PRINCIPLES

### **Learning to use one's mind well**

The school should focus on helping young people to use their minds well. Schools should not be “comprehensive” if such a claim is made at the expense of the school's central intellectual purpose.

### **Less is more: depth over coverage**

The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by “subjects” as conventionally defined. The aphorism “less is more” should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

### **Goals apply to all students**

The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

### **Personalization**

Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the principal and staff.

### **Student-as-worker/Teacher-as-coach**

The governing practical of the school should be “student-as-worker”, rather than the more familiar metaphor of “teacher as deliverer of instructional services.” Accordingly, a prominent pedagogy will be coaching students to learn how to learn and thus to teach themselves.

### **Demonstration of mastery**

Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation: an “Exhibition.” As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of “credits earned” by “time spent” in class.

**A tone of decency and trust**

The tone of the school should explicitly and self-consciously stress values of unanxious expectation, of trust, and of decency (fairness, generosity, and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Families should be key collaborators and vital members of the school community.

**Commitment to the entire school**

The principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and demonstrate a sense of commitment to the entire school.

**Resources dedicated to teaching and learning**

Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per-pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided to students in many schools.

**Democracy and equity**

The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

## APPENDIX B: SCENARIOS

### Barometer Activity: Taking a Stand on Controversial Issues

Adapted from *The European Convention on Human Rights, Standpoints for Teachers*, Mark Taylor, Council of Europe, 2002.

Level of Complexity	Level 1
Age	8-13 years
Duration	30-40 minutes
Group Size	6-12 children
Type of Activity	Discussion with some movement
Overview	The Barometer activity helps students share their opinions by asking them to line up along a continuum based on their position on an issue. It is especially useful when you want to discuss an issue about which students have a wide range of opinions. Students take a physical position in the room and then explain and support their opinions.
Objectives	<ul style="list-style-type: none"><li>● to deepen understanding of participation</li><li>● to develop listening skills</li><li>● to develop discussion and argumentation skills</li></ul>
Preparation	<ul style="list-style-type: none"><li>● Identify a space in the classroom where students can stand in a line. Place “<b>STRONGLY AGREE</b>” and “<b>STRONGLY DISAGREE</b>” at opposite ends of a continuum in our room.</li><li>● Place a line of tape on the floor connecting the two signs.</li><li>● Divide the room into two parts and put up signs <b>AGREE</b> and <b>DISAGREE</b> at either end.</li><li>● Write discussion statements on a flipchart, each on a separate page, and place them on the line in the middle of the room.</li></ul>
Materials	<ul style="list-style-type: none"><li>● Flipchart and pens</li><li>● String or tape</li><li>● Paper and markers</li></ul>
Prompts	<ol style="list-style-type: none"><li>1. A friend is struggling to complete their homework on time. You decide that since homework “isn’t graded”, it’s fine for them to copy your homework so that they don’t get in trouble with their family for not doing their homework.</li><li>2. When doing research, you only have to cite your sources when you actually use the work. You should not save every link you click on if you only stay on the site for a few seconds before realizing that the source is either not valid or not helpful for you.</li><li>3. Summarizing and paraphrasing are the same thing. As long as you change a few words from what your source said, it’s fine because it’s not directly copied and so you summarized/paraphrased.</li></ol>

### Instructions

1. Tell the students that you are interested in their opinion on some important questions. Explain that you will read a statement and, individually, they have to decide whether they agree or disagree with it and then stand in the part of the room where they see the relevant poster.

- No one can speak until everyone takes a position
- The more strongly you agree or disagree with the statement, the further away from the center you will stand
- No one can stay in the middle

2. Show the students the first statement and read it aloud. Then ask them to decide what they think and to take a position on a spot along the line that represents their opinion - they may stand anywhere from the extreme ends with their distance



from the middle representing how much they “agree” or “disagree” with the statement. Students should not stand in the middle.

3. Wait until everyone has taken a position. Then ask individuals from both positions why they stood on different sides. Let them discuss their views. Encourage students to refer to evidence and examples when defending their stance. Encourage many different children to express an opinion.

4. After allowing a reasonable time for discussion, invite any child who wishes to change positions. If several do, ask them what argument made them change their minds. Continue this process for all of the statements.

### **Debriefing and Evaluation**

1. Debrief the activity by asking questions such as these:

- How did you like this exercise?
- Was it difficult to take a position in some cases? Which ones?
- Did you ever change your position? What made you do so?
- Were there some statements which were more complicated than others?
- Are there some statements you are still uncertain about?
- Would you like to discuss some issues further?
- Did you learn something new from this activity? If so, what?

2. Relate the activity to the right to participation by asking questions such as these:

- Did you see any connection among these questions?
- Are you able to participate in decision making in your family? Your class or school? Your community? Any other situation in your life?

## **APPENDIX C: FREQUENTLY ASKED QUESTIONS**

(to be added after student/parent review and questions are submitted)