

**Barack H. Obama Elementary School**  
**Academic Integrity Policy** (*revised 5/2023*)

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**Purpose**

This policy ensures our learning community understands aligned IB and school expectations regarding academic integrity. As the whole learning community is responsible for upholding academic integrity principles, this document clearly communicates our commitment to academic integrity. This includes the definition of terms concerning academic integrity, the rights and responsibilities of members of the learning community, management of acts of academic dishonesty, and teaching and learning practices supporting academic integrity.

**Introduction**

The International Baccalaureate Organization (IBO) and all of its authorized schools are committed to an ethical philosophy of academic integrity. IBO explains:

*Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work... [It] should also be part of an “ethical culture” of any educational institution, be that a primary school or a university. It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or in the workplace, in strict adherence to this principle.* (International Baccalaureate Organization, Academic integrity policy, 2019, p. 3).

As an International Baccalaureate Primary Years Programme School, Barack H. Obama Elementary is dedicated to building a “strong foundation of lifelong learning” and developing learners as “compassionate global citizens” (Barack H. Obama Elementary School, 2021, Mission, para. 2, 3). In alignment with IBO’s stance on academic integrity, our learning community links this “foundation for ethical decision-making” with the learner profile attributes and the action cycle in the following ways (IBO, Academic integrity policy, 2019, p.3).

- *Communicators* explain their thoughts clearly and reference ideas and/ or research using an accepted citation/acknowledgement format.
- *Knowledgeable* learners understand the need to gather information from reliable sources, cite sources informing their work, and acknowledge the effort and products of others appearing in their work.
- *Inquirers* develop and use skills needed to carry out ethical research and inquiry.
- *Open-minded* learners consider information from various reliable sources and points of view.

- *Principled* learners act with honesty and integrity by following expectations for independent and collaborative work and acknowledging the contributions of others.
- *Thinkers* critically and creatively explore concepts, issues, and ideas to generate new ideas and take action.
- *Caring* learners respect the contributions of others and the boundaries established through expectations.
- *Risk-takers* are determined to accomplish challenging tasks with their own ideas, working independently and/or cooperatively as defined by expectations.
- *Balanced* learners plan ahead, managing time to avoid resorting to academically dishonest behaviors.
- *Reflective* learners consider their learning behaviors and review completed work to ensure expectations are followed; they ask for help when needed.

### **Definitions**

Our goal is to support students in behaving with academic integrity. When students do not behave with academic integrity this is considered academic dishonesty. It is the responsibility of all staff members to ensure students, parents, and other members of our learning community understand academic integrity and how to avoid acts of academic dishonesty. The learning community has developed a [scope and sequence for crediting and citing sources](#) to support explicit instruction in this area.

Our learning community adopts the following definitions to clarify different types of academic dishonesty that may occur in a learning environment. Academically dishonest behavior can happen in any learning context and on any form of learning opportunity or assignment. This includes physical and digital learning environments. It includes (graded and non-graded, rewarded and non-rewarded) homework, school and home projects, quizzes, tests, etc. Academically dishonest behaviors can arise from verbal and nonverbal interactions as well as through inappropriate or unauthorized use of technology (such as smartphones, websites, etc.) (International School of Texas, 2021).

#### *Cheating*

- “Using or attempting to use support material, information, notes, devices or communication on an assignment or assessment” when the use of such is prohibited (City University of New York, 2022)

#### *Collusion/complicity*

- intentionally or knowingly working with one or more individuals to help or attempt to help another commit an act of academic dishonesty
- knowing other individuals are involved in academic dishonesty and not speaking up or reporting the situation to a trusted adult

### *Copying/duplication*

- allowing your work to be copied by another individual
- copying another individual's work, with or without their knowledge, and putting your name on it
- resubmitting the same work (yours or another individual's) for another assignment or assessment in a different subject area or grade level

### *Fabrication/falsification*

- documenting or saying you completed an activity or engaged in a behavior when you did not; this applies to opportunities to earn a grade, academic credit and/or a reward
- making up data or results, and recording or reporting them
- turning in fabricated logs or documents.
- manipulating research materials or changing or omitting data or results so that information is not accurately represented in a research log

### *Plagiarism*

- including another person's ideas, thoughts, words, or images in your work without acknowledging or crediting the source; this can be intentional or unintentional

This is not an exhaustive list; additional behaviors not included in the list above may be considered acts of academic dishonesty.

### **Rights and Responsibilities**

All members of our learning community strive to be principled. We depend on the partnership between school, staff, students, and parents/guardians for the development of academic integrity skills.

#### *School and Staff Rights and Responsibilities*

The school promotes an ethical culture by facilitating development of the learner profile attributes. All staff are responsible for adhering to the academic integrity policy and pledge. Staff have the right to expect all students to practice academic integrity when explicit teaching, reinforcement, and modeling are in place. The school makes the academic integrity policy and pledge available to the entire learning community.

Staff explain the significance of acting with integrity and consequences for academic dishonesty. Assignment directions are explicit and define expectations related to collaboration for specific assignments. To support students in crediting authors, texts, and other media, faculty model and explicitly teach developmental and age-appropriate skills for:

- summarizing and paraphrasing information in their own words,
- using quotation marks when using exact words from a source,
- acknowledging the text and/or author when referencing specific information from a text (e.g. The text says..., The author states..., etc.), and

- taking notes, organizing information, and providing a list of sources

The [scope and sequence for crediting and citing sources](#) connects students' developing academic integrity skills with the 2016 Mississippi College and Career Readiness Standards for English Language Arts.

### *Student Rights and Responsibilities*

Students have the right to an explanation of the school's academic integrity policy and pledge. Students have the right to explicit, developmentally and age appropriate instruction on academic integrity concepts and skills, with reinforcement and modeling provided regularly. Students are responsible for showing integrity in their work at all times. This means putting information in their own words, acknowledging the contributions of others, and doing their own work. This includes all classwork, homework, group work, assessments and projects, unless the assignment has been designated as collaborative through expectations. In kindergarten, students begin indicating sources for gathered information in simple ways and by grade 3 progress to referencing text and providing a list of sources. These responsibilities apply across all learning contexts and platforms.

### *Parent/Guardian Rights and Responsibilities*

Parents/guardians have access to the academic integrity policy and pledge, digitally and in print, and may contact the school as needed for additional explanation. Parents/guardians are responsible for modeling academic integrity. Parents/guardians are to monitor students as they complete home-based assignments. This includes reviewing assignment guidelines and rubrics as well as reminding and assisting students in applying academic integrity skills.

Parents/guardians should never complete a project, homework, or assessment for a student; this is a form of collusion. Parent/guardian assistance should be developmentally and age-appropriate and decrease as student grade level increases. Parents/guardians should contact their child's teacher with questions regarding academic integrity and/or assignment expectations.

### **Procedures and Consequences for Academic Dishonesty**

Students are expected to demonstrate academic integrity in all learning situations and on all assignments. We acknowledge PYP students are learning about academic integrity and related behaviors and terms. When instances of academic dishonesty arise, the use of restorative practices will be the primary response. These restorative practices may include:

- teacher modeling, teaching, and/or reteaching of appropriate academic skill/behavior
- a teacher and student conference focused on guided reflection activities during which the student 1) describes what happened, 2) considers how the behavior/decision made the student and others feel, 3) brainstorms options for rectifying the dishonest action, and 4) creates a plan for making principled decisions in the future.

A student’s repeated and/or purposeful acts of academic dishonesty will be addressed using the tiered Response Steps and Interventions described in the Jackson Public Schools Student Handbook: Rights, Responsibilities, and Code of Conduct (Section 8: Code of Conduct, Response, p. 91-94.) This includes but is not limited to, the following:

- documentation for daily classroom behavior tracking
- teacher, administrator, and/or parent conference with student to review academic integrity policy and pledge
- behavior referral to administrator and PBIS (Positive Behavior Interventions and Supports) team
- detention or in-school suspension
- loss of privileges

Our learning community has identified the following acts of academic dishonesty requiring immediate response in alignment with the Jackson Public Schools Code of Conduct.

<b>Act of Academic Dishonesty</b>	<b>Consequences</b>
Collusion to cheat on or copy/duplicate results on Accelerated Reader quizzes.	<ul style="list-style-type: none"> <li>● Behavior referral (office write-up) and related consequences</li> <li>● Parent contact</li> <li>● Conference with librarian, teacher, administrator, parent, and student to review academic integrity policy and pledge</li> <li>● Revocation of credit on Accelerated Reader quizzes in question (loss of privilege)</li> <li>● Reteaching of expectations related to Accelerated Reader quizzes</li> </ul>
Collusion to cheat on or copy/duplicate results on assessments (e.g. daily grades, weekly tests, and benchmark tests) intended to be completed individually.	<ul style="list-style-type: none"> <li>● Behavior referral (office write-up) and related consequences</li> <li>● Parent contact</li> <li>● Conference with teacher, administrator, parent, and student to review academic integrity policy and pledge</li> </ul>
Submitting fabricated, falsified, and/or plagiarized summer reading logs.	<ul style="list-style-type: none"> <li>● Student restricted from participating in activity (loss of privilege) related</li> </ul>

Act of Academic Dishonesty	Consequences
Submitting a reading fair and/or science fair project containing plagiarized, uncredited, falsified, or fabricated elements (see definitions section). Examples: <ul style="list-style-type: none"> <li>● Book summaries copied from the internet</li> <li>● Uncredited images or drawings (e.g. photos printed from the internet; drawings completed by individuals other than the student)</li> </ul>	to the act of academic dishonesty (e.g., school-based or district summer reading reward activities; school and/or district fairs; etc.) <ul style="list-style-type: none"> <li>● Parent contact with review of published assignment expectations/rubrics and academic integrity policy</li> <li>● Student and/or parent conference with relevant staff members (e.g., teacher, principal, PYP coordinator, librarian, etc.)</li> </ul>
Submitting a reading fair and/or science fair project completed by a sibling or another individual for use at another school or during a previous school year. (see definition of copying/duplication)	

**Academic Integrity Policy Review**

The academic integrity policy will be reviewed every two years in the first semester of the school year. During the review period, updates to IBO programme documentation are reviewed, and all stakeholders are invited to provide feedback. The pedagogical leadership team considers all inputs and revises the policy as appropriate.

The policy is highlighted each fall to promote continued awareness for students, parents, staff, and other community members. The academic integrity policy can be accessed digitally on the school website and in print in the library/media center.

**Last revised - May 2023**

## Scope and Sequence for Crediting and Citing Sources

(adapted from Shaker Heights, Scope and sequence for plagiarism and collusion, n.d.)

The 2016 Mississippi College and Career Readiness Standards (MS CCRS) for English Language Arts (ELA) describe grade level based skills and strategies that support academic integrity with regard to summarizing and paraphrasing as well as crediting and citing sources of information. With explicit learning opportunities in Grades K-5, students in our learning community will develop a strong foundation in concepts connected to academic integrity. They will be prepared to master the technical standards appearing Grade 6 associated with in-text and bibliographic citations as well as continuing to grow as ethical lifelong learners.

\*Sources refers to primary and secondary works in many formats, including but not limited to art, books, databases, images, interviews, and magazines.

<b>Kindergarten</b>		
<i>General Expectation</i>	<i>MS CCRS ELA</i>	
All students and parents/guardians sign the academic integrity pledge.	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
	RL.K.2	With prompting and support, retell familiar stories, including key details.
With teacher support, students will begin to put author's ideas/phrases into their own words when appropriate.	RI.K.1	With prompting and support, ask and answer questions about key details in a text.
	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express

<b>Kindergarten</b>		
<i>General Expectation</i>	<i>MS CCRS ELA</i>	
		opinions about them).
	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

<b>Grade 1</b>		
<i>General Expectation</i>	<i>MSCCRS ELA</i>	
All students and parents/guardians sign the academic integrity pledge.	RL.1.1	Ask and answer questions about key details in a text.
Students will put literature and informational text into their own words.	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	RI.1.1	Ask and answer questions about key details in a text.
	RI.1.2	Identify the main topic and retell key details of a text.
	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



<b>Grade 2</b>		
<i>General Expectation</i>	<i>MS CCRS ELA</i>	
All students and parents/guardians sign the academic integrity pledge.	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Students will put literature and informational text into their own words.	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
With teacher support, students will begin to use acknowledgment phrases (e.g. the text says..., the author states...) to indicate specific references to text and other sources.	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.

<b>Grade 3</b>		
<i>General Expectations</i>	<i>MS CCRS ELA</i>	
All students and parents/guardians sign the academic integrity pledge.	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Students will put literature and informational text into their own words	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Students will include a source list (including title and author for any print or digital resource) for all products of individual and collaborative inquiries.	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Students will use acknowledgment phrases (e.g. the text says..., the author states...) to indicate specific references to text and other sources.	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
With teacher support, students will begin to take notes to organize information and document source information.	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.3.7	Conduct short research projects that build knowledge about a topic.

<b>Grade 3</b>		
<i>General Expectations</i>	<i>MS CCRS ELA</i>	
	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

<b>Grade 4</b>		
<i>General Expectations</i>	<i>MS CCRS ELA</i>	
All students and parents/guardians sign the academic integrity pledge.	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Students will put literature and informational text into their own words.	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Students will use acknowledgment phrases (e.g. the text says..., the author states...) to indicate specific references to text and other sources.	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Students will include a source list including title and author (plus URL address for internet sources) for all products of individual and collaborative inquiries.	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

<b>Grade 4</b>		
<i>General Expectations</i>	<i>MS CCRS ELA</i>	
Students will use quotation marks when using exact words from a source.	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Students will take notes to organize information and document source information.	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.

<b>Grade 5</b>		
<i>General Expectations</i>	<i>MS CCRS ELA</i>	
All students and parents/guardians sign the academic integrity pledge.	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Students will include a source list including title, and author (plus URL address for internet sources) for all products of individual and collaborative inquiries.	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Students will use quotation marks when using exact words from a source.	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Students will take notes to organize information and document source information.	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

<b>Grade 5</b>		
<i>General Expectations</i>	<i>MS CCRS ELA</i>	
	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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