

Riffenburgh Elementary Academic Honesty Policy

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Riffenburgh's Mission

Riffenburgh is a caring community of inquisitive and reflective lifelong learners making connections across disciplines to become global citizens who respect differences among people.

Our Vision

Together, students, teachers, parents, and caregivers create a culture of acceptance and empowerment by recognizing the strength in the collection of people we are honored to call our community.

Foundational Agreements:

- Every member of our community is a learner
- All learners should feel safe to make mistakes and reflect on their experiences
- All learners should identify their learning journey as one of lifelong growth
- All learners should engage in exploration and personal goal setting
- All learners should be taught and exercise advocacy for their own learning
- All learners are recognized as diverse in their process and are offered various opportunities to pursue flexible and individualized discoveries
- All learners value connections with others through accepting relationships and open communication
- All learners have personal and cultural identities, both unique and shared backgrounds and language profiles
- All learners should experience assessment as equitable opportunities to reflect on growth and their personal learning journeys
- All learners should feel accepted and valued
- All learners should celebrate challenge and growth in their individualized learning journey
- Language drives learning
- Learning happens over time
- All learners value responsible choices, respect of self and others, fairness, and trustworthiness as principled members of our learning community

Academic Honesty Philosophy

As a caring community of global citizens, Riffenburgh Elementary, is committed to create a culture that values the attributes of the learner profile. Our school community values honesty, respect, authenticity, social responsibility, and courage. To this end, we believe learners using the IB Approaches to Learning and focusing on the elements within thinking, self-management, social, research, and communication skills build a moral vocabulary and believe in their own agency. Our community fosters this integrity and academic honesty by valuing hard work, determination, and the ability to collaborate through various perspectives. We value resilience coming from the process of learning, over time, through both mistakes and successes.

Academic Honesty: Rights and Responsibilities

Riffenburgh is determined to reflect inclusivity through our school culture, by fostering social and emotional as well as physical wellness. We emphasize, teach, refer to and celebrate the characteristics and attributes outlined in the learner profile. We recognize diversity of perspective as both an asset and a necessity for internationally-minded learners.

The following outline our actions for academic honesty at Riffenburgh Elementary:

Leadership commits to:

- Prioritize practices promoting stakeholder well-being and belonging
- Promote a school culture and climate that celebrates diversity and diverse perspectives
- Helping all learners identify strength and growth areas
- Curates systems of open and positive communication for all stakeholders
- Allocates staffing and financial supports to address learner needs, and aspirations
- Provides consistent and meaningful time for collaboration to promote learning and growth, both professionally and personally (including professional development opportunities and facilitation)
- Ensures that federal, state, and local laws and guidelines related to meeting the needs of diverse learners
- Ensures that school policies related to addressing the needs of diverse learners are shared with and regularly reviewed and updated by the school community (Inclusion Policy, Language Policy, Access/Admissions Policy, Assessment Policy, Academic Integrity Policy)

- Allocates common collaborative time for educators to create learning environments that encourage exploration through the IB Approaches to Learning
- Communicates expectations for crediting sources of ideas and innovations within both formal and informal communication
- Ensure that there exists cross-cultural understanding of academic honesty
- Offers guidance and coaching in conditions of academic honesty

Teachers/Staff commit to:

- Foster a climate of communication and acceptance within the learning environment and the school community
- Communicate regularly with families and caretakers about classroom engagements, operational happenings, and open-reflections on learning
- Routinely provide opportunities for learners to share, question, connect, pursue inquiry, and act to apply learning, through the IB Approaches to Learning
- Use approaches to teaching that are inquiry based, conceptually driven, contextualized, collaborative, differentiated, and informed by assessment
- Collaborate with teaching cohorts as grade levels, school teams, and district communities to address diverse learners and address strengths, needs and barrier removal (evidenced in PLC structures, Kid Talk Protocols, Shared Collaboration Time, Allocated Reflection Days and Data Talks, Transdisciplinary Units of Inquiry)
- Address home language needs with consideration of resources provided by both the school and district
- Develop trust and acceptance through actively referring to and teaching the attributes of the IB Learner Profile
- Offer opportunities for learners to design and pursue engagements related to their interests and inquiries
- Recognize individual learner strengths and growth areas to provide equitable learning engagements
- Offer engagements with a variety of access points
- Recognize and empower students' understanding of their background, language profile, and cultural and personal identity
- Encourage open communication of varied perspectives

- Invite and encourage families and caretakers to share about their culture, beliefs, and traditions that impact the child's education
- Actively teach and pursue student voice, choice, and ownership of their learning
- Work to remove barriers to learning by understanding the learner and offering equitable practices such as, but not limited to, scaffolding and varied assessments
- Teach students to advocate for themselves and their learning by providing a climate of trust and shared construction of learning

- Explicitly teach how to identifying reliable resources and cite them
- Explicitly teach essential agreements in regard to group work and individual learning
- Set clear expectations for technology usage in all learning environments
- Work to incorporate, listening, reading, speaking, writing, and media literacy into all aspects of planned learning experiences
- Utilize media center and technology to assist in all IB Approaches to Learning (Research, Social, Self-management, Communication, Thinking skills)

Students commit to:

- Explore, pursue and put into practice the attributes of the IB Learner Profile
- Commit to advocating for needs for their learning, well-being, and belonging as well as for peers
- Reflect on and pursue personal inquiry and action
- Practice courageous pursuit of growth, goal setting and personal and collective achievement
- Work to engage in learning from a variety of access points
- Honor personal and cultural identity through intentional and varied forms of communication
- Work to create climates of trust and support among peers and teachers
- Engage in open-minded thinking by both considering various perspectives and reacting with empathy
- Routinely reflect on progress, challenges, and action steps to exercise agency
- Act with integrity during all academic exchanges and sharing

- Utilize the Approaches to Learning to move understanding from surface level to deeper level success criteria
- Commit to routine reference recognition as age appropriate (i.e. “I heard *peer’s name* say...., I was inspired by *someone’s name*, In this book I found...., age-appropriate citing using APA format)
- Responsibly use information technology and library sources to pursue personal inquiry
- Be comfortable and aware that mistakes are an expected part of the learning process

Families and Caretakers commit to:

We believe that families and caretakers are active partners in our students’ learning. We welcome and encourage this relationship through the following actions.

- Celebrate learning through reflecting on growth in all aspects of academic, behavioral, social and emotional pursuits
- Assist students in setting goals inside and outside of the school learning environment
- Recognize the value in learning from mistakes and celebrate the pursuit of courageous learning
- Actively support the development of thinking, communication, self-management, social and research skills
- Openly support and connect the attributes of the IB Learner Profile at home and share celebrations of action related to these
- Feel comfortable to share background, culture and beliefs to allow for all stakeholders to support learners
- Openly support and connect the attributes of the IB Learner Profile at home and share celebrations of action related to these
- Feel comfortable to share background, culture and beliefs to allow for all stakeholders to support learners
- Communicate with administration and staff concerning questions, comments, celebrations, and concerns related to their child that are solution centered
- Actively participate in communication, meetings, and conferences regarding their student (s)

- Help student to recognize the importance of perseverance and resilience

Academic Honesty Practices

Riffenburgh Elementary is committed to creating principled lifelong learners who work within IB Approaches to Learning to support attributes of the learner profile. Within our transdisciplinary practices, we encourage

- Embed integrity into the classroom culture using the Learner Profile common vocabulary
- Explicitly teach how to give credit to individuals or sources that have connected ideas
- Continually engage in authentic meaningful conversations, practicing recognition of sources
- Promote classroom culture that places learning first, and uses dishonest behavior as a teachable moment
- Practice and model active listening and responding
- Routine use of inquiry, action and reflection cycle
- Multiple opportunities for reflection on learning goals and next steps in learning
- Collaboration and transdisciplinary discovery
- Performance tasks
- Collection of evidence of student's growth over time (SeeSaw portfolio, running records, DIBELS data, IB report cards, learning journals, learning stories, school to home/home to school communication)
- Engaging in learning community in dialogue (conferences, student displays, professional learning communities)
- Individualized student outcome expectations
- Learner self-assessment (journals, portfolios, student-led conferences)
- Projects (technology applications, presentations of learning and action, analysis of action)

Assessment Accommodations

Accommodations for assessments in classrooms, as well as for state-mandated tests are regularly implemented by teachers and assessment proctors. Our school follows the district and state guidelines regarding Individualized Education Plans, Section 504 plans, MTSS Plans, and assessment accommodations and strategies. All assessment accommodations are based on individual needs.

Common Accommodations include but are not limited to:

- extended time
- prior notice of tests and quizzes
- frequent check-in and reminders
- scribing
- small group environment
- 1:1 testing environment
- speech to text

- preferential seating
- written or visual instructions
- proctor read instructions and assessment items
- pre-arranged breaks
- use of hands-on tools
- integrated speech recognition technology
- variety of ways to demonstrate learning
- availability of assessment materials in Spanish
- alternate assessments for students with significant cognitive and language needs
- modifying the content and format of classroom assessments based on student needs

Scenarios

Riffenburgh Elementary works to create clear criteria of examples and guidance regarding academic honesty throughout the teaching process and for all work and production. These examples are to assist and clarify educator and student responsibility within academic honesty.

Primary Years Program					
Approaches to Learning	Self-Management, Social, Communication, Thinking, and Research Skills				
Examples of activity types where Academic Honesty can be explicitly taught	Project Work	Group Work	Presentations	Creative work	Independent work
	<p>Students are tasked with sharing their learning progress in the form of an applied project.</p> <p>The teacher discusses what it would look like if someone let someone else complete their project or if they used ideas another's original ideas as their own.</p>	<p>Students are asked to work together in a discovery task.</p> <p>The teacher notices one student is not included, and the teacher refers to the classroom co-constructed essential agreements about group work, specifically the importance of sharing ideas to further everyone's learning.</p>	<p>Students are using a large amount of published research to complete Exhibition.</p> <p>The teacher guides students by citing the work used in the presentation.</p>	<p>Students are asked to write a short story but use an already published work as a guide.</p> <p>Teacher will help students to cite the original work as part of their project.</p>	<p>Students are asked to complete an assessment on their own.</p> <p>Teachers explain the reason for the independent assessment format. Teachers reinforce that learning is a process and that assessment and reflection are essential for growth.</p>

Academic honesty in the IB educational context, 2016

Procedures Addressing Misconduct

Riffenburgh’s learning community agrees to value responsible choices, respect of self and others, fairness and trustworthiness. To this end, if there is an instance of academic dishonesty within our Primary Years Program the following steps to address the misconduct or suspected transgression.

At Riffenburgh in the Primary Years Program we define misconduct as:

- Presenting someone else's work as one’s own
- Allowing one’s work to be duplicated and presented as another’s original work
- Dishonesty about results of assessments or learning processes
- Actions that create unfair circumstances for oneself or for others

Level of Misconduct	Stakeholders	Outcomes
<p>Initial Level:</p> <p>At first, presence of initial evidence of misconduct or suspicion of transgression(s).</p>	<p>Educator and Student Educator and Educator</p> <p>With learning at the center of the communication, the student or adult is asked to discuss the evidence and given opportunity to respond to the findings or suspicions.</p> <p>This level may continue through more than one instance. The learning as per appropriate to developmental level of the transgressor is of utmost importance..</p> <p>Informal documentation of these meetings should begin, at this level.</p>	<p>Expectation:</p> <p>Clear and meaningful conversations about the school’s honesty expectations and agreements are made to repair the misconduct if possible. Next steps in moving forward are established. The policy scenarios should be enlisted to clarify expectations.</p> <p>If the situation is not resolved after this initial conversation, more conversations at this level may be necessary.</p> <p>If the behaviors continue without measurable change the stakeholders will take communication to the intermediate level.</p>

<p>Intermediate Level:</p> <p>At this level, initial communication and conversations have not resolved the misconducts or transgressions. Further steps and more stakeholders are invited to participate in the resolution.</p>	<p>Educator, Student, Families MTSS Team and/or Leadership Representative (Principal, Asst. Principal and/or IB Coordinator)</p> <p>Involved Educators and Leadership Representative (Principal, Asst. Principal and/or IB Coordinator)</p> <p>With learning at the center of the communication, the student or adult is asked to discuss the evidence and given opportunities to further respond to the findings or suspicions. At this time, repeated transgressions and documentation thereof from initial level.</p> <p>As more stakeholders become involved facilitation focus is on patterns and intentions of the misconduct. Documentation of transgressions and reflection on learnings as well as stakeholder input should be evident.</p>	<p>Expectation:</p> <p>At this level, the expectation is that root causes for the transgression or transgressions are established and next steps are taken to ensure measurable learning and accountability.</p> <p>Examples of this might be but are not limited to:</p> <ul style="list-style-type: none"> ● a behavior chart ● social emotional learning sessions with appropriate support personnel ● One- on -one tutoring or coaching
<p>District Level:</p> <p>At this level, initial and intermediate level communication and conversations have not resolved the misconduct or transgressions. Further steps and more stakeholders are requested to participate in the resolution.</p>	<p>Educator, Student, Families, Leadership Representative, and District support staff (Principal, Asst. Principal and or IB Coordinator)</p> <p>Involved Educators, Leadership Representative and District Support Staff</p>	<p>Expection:</p> <p>Resolution defers to District representative and the policies outlined by the Poudre School District</p> <p>PSD Student Discipline Policy</p>

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Resources

Riffenburgh provides relevant human, natural, built, and virtual resources to implement our Academic Honesty Policy. Our school identifies and provides appropriate learning support.

[Poudre School District Resources](#)

[Colorado Department of Education](#)

[APA Citation Format](#)

[Edutopia Article](#)

In addition to all classroom teachers and specialists, a school counselor, a school psychologist, an English language Development Educator, Integrated Services Staff, an MTSS and Intervention Coordinator, Instructional Paraprofessionals, Gifted and Talented Educator, and Family Liasion Specialist are all available to assist with the diverse needs of our students.

Policy Purpose, Definition, Review, and Communication

The purpose of this document is to outline the academic honesty policy of Riffenburgh Elementary utilizing the guidelines in the *IB General Regulations: Primary Years Program*. This policy is constructed using input from Riffenburgh’s Learning Community. It is a statement of purpose that outlines goals specific to academic honesty and its role in learning and teaching.

We define academic honesty as the pursuit of fairness and trust by recognizing the work, ideas, and innovations of others. We support that foundational work in the early years of education establishes a foundation for the integrity of choice and pursuit of truth.

This document and its contents are reviewed yearly. Input is collected from all stakeholders and presented to the IB Leadership Committee. Any proposed changes are articulated and agreed upon before revisions are made.

A formal review and revision of all policies will occur within the five-year IB program evaluation cycle or more frequently as needed. Collected input by all stakeholders, School Accountability Committee, Grade Level Teams, Specialists, Support Personnel, and Student Committee, will be used by Riffenburgh’s IB Leadership Committee to update the policy.

All Riffenburgh policies can be accessed through Google Suite and are shared on the school website. School administrators and instructional staff are knowledgeable about the policies and can discuss the contents of the policy with parents.

Definitions of Terms

Access: The ability for students to participate in learning experiences.

Accommodation: The term used to describe an alteration of the environment, curriculum format, or equipment that allows an individual to gain access to content and/or complete learning tasks

Approaches to Learning: Thinking, Self-Management, Social, Research, and Communication Skills

Approaches to Teaching: Inquiry-based, conceptually driven, contextualized, collaborative, differentiated, informed by assessment

Assessment: Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community

Climate: The perceptions of a social environment that are shared by the learning community

Co-Construct: The practice of working with students to develop a shared understanding of what success looks like

Differentiate: To differentiate means to tailor instruction to meet individual needs and to allow for flexible movement into and out of differentiating methods.

Diversity: The concept of diversity embraces the wide range of human characteristics used to mark or identify individual and group identities. These characteristics include but are not limited to, ethnicity, race, national origin, age, personality, sexual orientation, gender, class, religion, ability, and linguistic preferences

Engagement: Refers to educational interactions during which students are asked to apply approaches to learning to illicit agentic learning, exercising voice, choice, and ownership.

Equity: As a function of fairness, equity implies ensuring that people have what they need to participate in school life and reach their full potential. Equitable treatment involves eliminating barriers that prevent the full participation of all individuals.

Inclusion: Taking every individual's experience and identity into account and creating conditions where all feel accepted, safe, empowered, supported, and affirmed.

Misconduct/ Transgression: An action of dishonesty, unfair advantage or disadvantage, or unprincipled behavior.

Reflection: A process where learners describe their learning, how it changed, and how it might relate to future learning experiences

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