



SCHUTZ
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Academic Integrity



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AI:1 - IDENTITY, MISSION, CORE VALUES, AND AIMS

AI:1.1 - Identity Statement:

Schutz American School is a non-profit, U.S. accredited college preparatory school. SAS educates the whole person, promoting service and action, in a family environment that is safe, caring, and supportive.

AI:1.2 - Mission Statement:

The mission of the Schutz American School family is to provide a premier education empowering all of our students to pursue their passions as confident global citizens.

School Motto: “Schutz is Family”

AI:1.3 - Schutz Core Values:

Respect - Responsibility - Resilience - Compassion - Integrity

AI:1.4 - Aims:

Identity:

All our students will discover their passions and grow in understanding of their personal strengths.

Competencies:

All our students will achieve educational outcomes that are challenging and relevant,

motivating them to go beyond.

Agency:

All our students will contribute as confident global citizens.



AI:2 - PHILOSOPHY AND PRACTICES

AI:2.1 - Philosophy:

Two of the core values at the Schutz American School (hereafter SAS) are integrity and responsibility. We believe that these values necessitate both faculty and students to maintain academic integrity in all aspects of their academic work. At SAS, we hold that, “academic integrity is a choice to act in a responsible way so others can trust us. It means conducting all aspects of your academic life in a responsible and ethical manner” (International Baccalaureate).

Regarding student work, we “expect students to produce genuine and authentic pieces of work that represent their own abilities”. SAS supports our students in being “content creators”, not “content imitators.” Students should give credit where credit is due – being honest and transparent, including recognizing how previous work is influencing and/or supporting their own work” (International Baccalaureate).

The practice of maintaining Academic Integrity is consistent with the Identity, Mission, Core Values, Aims, and Learner Profile of the Schutz American School. Ensuring academic integrity is the responsibility of all members of the SAS community, including teachers, administrators, support staff, students, and parents. To meet this expectation, all students at SAS will be taught the ethical practices of research and scholarship and how those apply to the production of individual and collaborative content.

Connections with the Learner Profile and Approaches to Learning

PRINCIPLED	COMMUNICATORS
At SAS, we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. (IBO)	We express ourselves confidently and creatively in more than one language, communicating in our own voice. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
KNOWLEDGEABLE	RESEARCH SKILLS
Knowledgeable students are expected to be inquisitive and actively engaged in their learning, seeking out new knowledge and	Research skills, as an IB Approaches to Learning skill, will help students develop the habits and attitudes necessary for academic integrity, such



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understanding. To that end, our students need to have access to accurate and reliable information and engage in honest and responsible scholarship.	as being honest about their work and giving credit where credit is due.
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Definitions of Key Terms

Academic Honesty	The commitment to upholding principles of honesty, trust, fairness, respect, and responsibility in academic work.
Academic Misconduct / Malpractice	Any action (whether intentional or not) which gains, attempts to gain, or assists others in gaining or attempting to gain an unfair academic advantage. These actions include, but are not limited to, plagiarism, cheating, fabrication of data, and misrepresentation of work.
Attribution	The proper acknowledgment of sources used in academic work, including direct quotations, paraphrased information, and ideas borrowed from others.
Authentic Authorship	Authentic authorship refers to the creation of original work that is truly the product of one's own thought, effort, and intellectual contribution. While students at Schutz are expected, and often required to refer to or even use the work of others in various tasks, authentic authorship requires the appropriate citation of such work and that the work of others supports or adds to the substance of the student's own work rather than replacing it.
Cheating	The act or attempt of gaining an unfair advantage through deceit, dishonesty, or unauthorized means. This includes acts or attempts to use or provide unauthorized assistance, materials, information, or study aids in any form in any academic exercises or environment. Some examples are: copying from a classmate, having someone else do work you represent as your own, and bringing notes to a test without permission.
Collusion	Collusion is defined by the International Baccalaureate (hereafter IB) as supporting academic misconduct by another student. A common example of this is when a student allows their work to be copied by another student.
Duplication of Work	Duplication of Work is the presentation of the same work for different assessment components or subjects without prior approval by the teachers in both subjects
Intellectual Property	Intellectual property refers to property which exists due to being a creation of the mind. Examples of intellectual property include, but are not limited to literary and artistic works, symbols, designs, discoveries, and inventions. Intellectual property is a legal term which relates to rights held by the creator of the property.



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Plagiarism

Plagiarism is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words, or work of another person or entity without proper, clear, and explicit acknowledgment.

AI:3 - RESPONSIBILITIES OF MEMBERS OF THE SAS COMMUNITY

AI:3.1 - Responsibilities of the SAS Administrative Team:

- Foster an environment where all members of the SAS community understand and adhere to the culture of academic integrity.
- Communicate the SAS Academic Integrity policy to all stakeholders to ensure all understand their role in the policy implementation.
- Ensure the incidents of academic misconduct and school maladministration are dealt with in accordance with the SAS academic integrity policy.
- Issuing, collecting, and storing signed copies of the Academic Honesty Agreement form.
- Providing teacher training to ensure that all teaching staff are able to teach students how to use referencing and bibliographic tools to properly cite sources and create works that comply with this policy and the principles of academic honesty.
- Ensure that all teaching staff communicate to students the specific requirements for academic honesty in their subjects and at an appropriate developmental level.

AI:3.2 - Responsibilities of SAS Teachers:

- Work with the school librarian(s) and other school stakeholders to ensure that students know how to use referencing software and tools built into word processing programs.
- Ensure that incidents of academic misconduct and school maladministration are dealt with in accordance with the SAS Academic Integrity policy including participating in investigations when expected.
- Communicate to parents, students, and administration via email about any incidents or concerns about plagiarism or other academic misconduct in an assignment.



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- Log incidents of academic misconduct in a database to maintain a Encourage and regularly reinforce the Schutz Core Values, the IB Learner Profile, and ATL skills to support academic integrity.
- Ensuring that students have a thorough understanding of the key terms pertaining to academic honesty which are defined on page 4 of this policy.
- Model and teach academically honest behaviors and provide a safe, fair, and supportive environment in which issues surrounding academic honesty can be discussed and addressed.
- Provide opportunities to explore the issues of intellectual property and authentic authorship.
- Ensure that all students have read, understood, and completed the Academic Honesty Agreement.
- Teach students technical skills to reference a piece of work correctly.
- Effectively plan the allocation of time and resources for the tasks assigned to students.
- Create assessments that adhere to the SAS Assessment Policy
- Provide access for MYP and HS students to check for plagiarism using tools such as TurnItIn.

AI:3:3 - Responsibilities of the School Librarian(s):

- Encouraging students to be honest, responsible citizens by instilling the principles of academic honesty through modeling, coaching, and good practice on a daily basis during their interactions with students.
- Ensuring that subscriptions to software applications designed to ensure academic honesty are up-to-date and maintained (TurnItIn).
- Provide in-school training and professional development for teachers to ensure that they are up-to-date with approved referencing conventions and use of the technical tools to simplify this process (i.e. Noodle Tools) and check for compliance (i.e Turnitin).
- Work with students to ensure that they understand the requirements of the approved referencing convention.

AI:3.4 - Responsibilities of SAS Students:

- Read, revisit, and clarify understanding of SAS and MYP procedures.
- Respond to acts of academic misconduct of others.
- Complete work to the best of their ability.



- Refrain from giving non-permitted assistance to others or receiving non-permitted assistance from parents, siblings, or tutors.

AI:3.5 - Responsibilities of SAS Parents and Guardians:

- Understand SAS, AP, and MYP policies and procedures in the completion of coursework or external examination materials by their children.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Understand what constitutes student academic misconduct and its consequences.
- Understand what constitutes school maladministration and its consequences.
- Report any suspected cases of student misconduct or school maladministration to the SAS administration team.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining assistance that would constitute academic misconduct in the completion of work for their children.

AI:4 - REFERENCING CONVENTION AND TECHNOLOGICAL TOOLS

AI:4.1 - Referencing Convention for Schutz American School:

At the Schutz American School, it has been agreed that all HS and MYP students will be taught – and therefore expected to use – the Modern Language Association (MLA) referencing convention 8th or 9th edition.

As part of the curriculum planning process, including vertical and horizontal alignment, each department is responsible for formalizing specific aspects of referencing and sourcing that will be taught and assessed during each year of the MYP and HS programs. This process will be overseen by the division principals, MYP coordinator, and school librarian(s). It is expected that the rigor and requirements for referencing and sourcing will become progressively demanding as students advance from year to year with the expectation that students will be able to apply university-level referencing and citation skills properly and consistently upon graduation.



AI:4.2 - Technological Tools to Enable Academic Honesty:

The Schutz American School will maintain an active subscription to the plagiarism detection service Turnitin.com (<http://www.turnitin.com>). This web-based tool is available through students' Schutz American School Google account and through Google docs (when accessed through students' Schutz American School Google email account). In addition, Turnitin is linked through our student management system, ManageBac, for student work submitted through that system.

Students also have access to and are instructed in the proper use of NoodleTools (www.noodletools.com) to assist students with citations, bibliographies, etc.

AI:5 - PRACTICES TO PROVIDE EDUCATION AND SUPPORT TO STUDENTS

Integrity is one of the Schutz Core Values. Academic Honesty is explicitly taught and expected in SAS classrooms from Early Childhood through Grade 12 in an age-appropriate manner. This is linked to the explicit teaching of ATL skills in the PYP and MYP programs and to the HS Essential Agreements.

AI:5.1 - MYP and HS Supports and Skills Progression:

Academic Integrity is encouraged at the in the MYP and HS programs of SAS by ensuring:

- Students and parents understand how the Learner Profile attributes relate to academic integrity.
- Students have been instructed in the use of and have been given access to plagiarism-checking tools as a support mechanism for accurate citations on assessments.
- Students have been instructed in the use of and have been given access to citation creating and bibliography building tools as a support mechanism for accurate citations on assessments.



- Students sign a declaration of academic honesty which adheres to SAS Core Values and Aims and the IB philosophy.
- MLA referencing convention is used throughout the school for consistency and development of mastery.

Citation and Referencing Skills Progression

Grades 6 - 8	Grades 9 - 10	Grades 11 - 12
<ul style="list-style-type: none"> ● Basic note-taking skills ● Writing a bibliography ● Clearly defining what constitutes plagiarism and collusion ● Acknowledging information collected from a variety of sources 	<ul style="list-style-type: none"> ● Developing techniques for acknowledging paraphrasing and the use of in-text citations ● Considering bias in sources ● Evaluating sources, text, and internet sites ● Developing techniques for using translated material ● Correctly acknowledging all source material ● Clearly understanding what constitutes plagiarism and collusion 	<ul style="list-style-type: none"> ● Developing techniques for acknowledging paraphrasing and the use of in-text citations ● Considering bias in sources ● Evaluating sources, text, and internet sites ● Developing techniques for using translated material ● Correctly acknowledging all source material ● Clearly understanding what constitutes plagiarism and collusion

Citing and Acknowledging Original Authorship Using MLA

When you use the ideas, words, or work of others in your academic work, you must cite your sources using MLA style. MLA style is a system of formatting and citing sources that is widely used in the humanities and social sciences.

Here are some basic conventions for citing and acknowledging original authorship using MLA style:

- **Direct quotations:** When you quote directly from a source, you must enclose the quotation in quotation marks and provide a citation at the end of the sentence. For example: "The purpose of education is to prepare the young to educate themselves throughout their lives," wrote Robert M. Hutchins (54).



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- **Paraphrasing:** When you paraphrase a source, you are putting the author's ideas into your own words. You must still cite the source, even if you are not quoting directly. For example: Robert M. Hutchins argues in his essay "The Aims of Education" that the primary goal of education is to teach students how to learn on their own (54).
- **Summarizing:** When you summarize a source, you are providing a brief overview of the main points. You must still cite the source, even if you are not using any direct quotations or paraphrasing. For example: In his essay "The Aims of Education," Robert M. Hutchins discusses the importance of teaching students how to think critically and solve problems (54).
- **Citing pictures and images:** When you add pictures or images, you need to give credit to the owners of this work. To do that, write the phrase "image/picture source" underneath (usually in a smaller font) and hyperlink it to the source you got that from. If the source is google, click on "visit" or "view" to go to the original one.

AI:5.2 - Practices to Provide Education and Support to Students:

Throughout the MYP and HS programs, all teaching staff will provide the following education and support to students:

- Clarifying the consequences of submitting work that is not the learner's own.
- Ensuring that incidents of academic misconduct are dealt with in accordance with the SAS academic integrity procedures.
- Providing orientation that defines academic misconduct, collusion, cheating, and plagiarism
- Ensuring adherence to academic honesty for all community members of SAS when dealing with products submitted for academic recognition by SAS.
- Clarifying that academic honesty conduct is linked to assessment results.
- Recommending resources and online citation tools.

AI:5.3 - Processes – Reporting, Recording, and Monitoring:

In accordance with the mission and core values of SAS, we endeavor to provide a safe and supportive learning environment for all students. This requires setting behavioral expectations and processes for responding to incidents when those expectations are not met. As an educational institution, the goal of SAS when responding to any incident is to educate any individual who fails to meet those expectations while also holding that individual responsible so as to live up to our core values. The corrective processes indicated below are to guide the students and to ensure that the outcomes are equitable and are seen to be equitable.



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The Rights of a Student, if Suspected of a Breach of Academic Integrity

- 1.) When a student is suspected of or reported for academic misconduct, the student has a right to due process as explained in the examples below. This due process provides the student with the right to share what has happened during the incident. The student also has the right to have their parent / guardian present when meeting with a member of the administrative team and the teacher who reported the incident.

- 2.) The student has the right to appeal to the administrative team. An appeal (in writing) must be submitted within 7 school days of the behavior note about the incident being entered in ManageBac. In the event of an appeal, the administrative team forms a 3 person committee that must include one administrator, one teacher from a similar subject area as the subject area in which the incident occurred, and must not include the teacher who reported the incident. The purpose of the committee is to ensure that the student appeal is heard and that the evidence is evaluated a second time with fresh eyes. The reporting teacher can either let the report in the behavior note stand as written or write an additional report on the incident to be considered as evidence by the committee.

Table of Violations and Examples

Violation Type	Example
Plagiarism	Copying external sources without citation
Peer Plagiarism	Copying another student's work when not permitted
Collusion	Providing your work to another student for them to copy
Violation of Authentic Authorship	Submitting work whose final form was substantially the result of being commissioned from, edited by, or obtained from a third party. This may include but is not limited to:
	<ul style="list-style-type: none"> - Friends - Parents - Classmates - Tutors - Pre-written essay banks - File sharing sites - Essay writing services - Copy-editing services - AI services
Duplication of work	Presentation of the same work for different assessment components or subjects without prior approval by the teachers in both subjects
Falsification of data	Presentation of work based on false or fabricated data



Distinction Between Legitimate Collaboration and Unacceptable Collusion

Collaboration is a valuable part of the learning process. However, there is a difference between legitimate collaboration and unacceptable collusion.

Legitimate collaboration:

- Involves working together with other students to brainstorm ideas, share resources, and discuss your work.
- Is always supervised by an instructor.
- Results in each student producing original work that reflects their own understanding of the material.

Unacceptable collusion:

- Involves copying or closely paraphrasing the work of another student without proper attribution.
- May involve working together on an assignment without the permission of the instructor.
- Results in one or more students submitting work that is not their own.

Here are some examples of unacceptable collusion:

Two students working together on an essay and submitting the same essay as their own work.
One student copying the work of another student and changing only a few words or phrases.
A group of students working together on a presentation and then each student giving the same presentation.

Consequences

First offense:

- Parents and student notified via Behavior Note in ManageBac by the teacher
- Student required to redo work and meet the new deadline
- Student will complete the second version of the Academic Honesty Agreement and discuss their responses and responsibilities with a member of the administrative team
- If student is a member of NHS or NJHS, student is removed from that group and can apply for readmission after the period of time as dictated by the bylaws of NHS and NJHS
- Student is not eligible for recognition at academic awards ceremonies for that academic year.



Repeated offense:

- School administration, parents, and student notified via Behavior Note in ManageBac by the teacher
- Student receives a failing grade for the task
- Student will complete the second version of the Academic Honesty Agreement and discuss their responses and responsibilities with a member of the administrative team
- Student is not eligible for recognition at academic awards ceremonies for the remainder of their time at the Schutz American School, including potential recognition or class honors based on academic achievement.
- For the third or higher offense, additional disciplinary actions may also occur such as detention or suspension depending on the situation



APPENDICES

Academic Honesty Agreement

Needs to be created still. Should require students to read the policy, define key terms in their own words, and a signature page for students and students' parents / guardians to identify themselves, sign and date the agreement.

Academic Honesty Agreement (post offense)

Like above, but should include a place for an administrator to sign and date acknowledgment of one-on-one discussion of the document with the student.

Form Letters

Should create a form letter for first offense and a separate letter for second offense



REFERENCES:

<https://ibo.org/academic-integrity>

I have to add some references here as well.