



Peoria Academy Academic Integrity Policy

Peoria Academy Mission Statement

Peoria Academy is a diverse community of students, parents, and educators working together to provide a rigorous educational experience. Using progressive techniques that nurture the whole child, our independent school fosters maturation, resilience, and creativity.

Purpose:

The purpose of Peoria Academy's approach to academic integrity is to ensure that all students are challenged, and that all students feel successful. To these ends, the Academic Integrity Policy is intended as a community guide to promote a common language and shared understanding of academic integrity. This roots our whole community in what it means to be a principled learner as we navigate challenges presented by a wide variety of formats, completed both in-class and at home. This results in students being appropriately challenged and feeling genuine pride in the successes of their original work.

Statement of Philosophy: *Embracing a culture of ethics*

Peoria Academy has a history of academic excellence. Our students are expected to act with integrity and honesty in both academic and non-academic settings. They are equipped with a strong sense of fairness and justice, along with a respect for the dignity and rights of people everywhere.

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. Peoria Academy students take responsibility for their actions and learn from their decision-making.

Academic integrity is the responsibility of all teachers and students across the Pre-K—8 curriculum through the approach to learning. From an early age, students can be taught to recognize ownership of work and attribute accordingly. As students gain experience, they can be taught a range of academic honesty skills so that by the time they meet externally validated assessments, they have well-developed skills and can avoid pitfalls.

Peoria Academy believes that our approach to academic integrity is developmentally responsive. In doing so, students learn important learning skills (such as citing and referencing) and are given opportunities to make mistakes and learn from those mistakes, so that they are well prepared for the next level of studies. Each year, students are taught explicit skills and conceptual understandings relating to academic integrity. This developmentally appropriate approach enables academic honesty to be instilled as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.



Essential Agreements of Teachers, Students, and Parents/Guardians

At Peoria Academy, teachers:

- Strive to be principled.
- Value the learning process itself, not just the end result.
- Communicate assignment expectations explicitly and clearly.
- Recognize that teachers in all subject areas are responsible for teaching proper citation. This includes subject-specific citation requirements for a variety of sources used within each discipline (e.g. data usage for a natural science investigation, image attribution for a visual arts portfolio etc.). It also includes explicit incorporation of relevant Approaches to Learning Skills.
- Provide students with opportunities to practice a variety of skills required to demonstrate academic integrity, including citing, paraphrasing, quoting and taking exams in a formal setting.
- Design a wide variety of assessments that allow students many ways to demonstrate their knowledge, skills, understanding, and critical thinking.
- Use plagiarism detection software when appropriate.
- Meet directly with students when questions of academic integrity arise, promoting student understanding and avoiding future inadvertent plagiarism or other academic misconduct.
- Communicate with the school administration in all cases of academic misconduct, including those appear to be inadvertent, in order to promote a shared, school-wide approach to resolving such cases
- Participate in any follow-up required in cases of academic misconduct, including parent meetings.

Peoria Academy, students:

- Strive to be principled.
- Value the learning process itself, not just the end result.
- Always attribute their ideas and words to the appropriate sources, including formal citations to external sources and clear differentiation between their own work and that of their classmates.
- Make clear in collaborative projects what each group member has contributed.
- Report academic misconduct.
- Engage with classroom and advisory activities and discussion meant to promote academic integrity.
- Ask for help when needed.

At Peoria Academy, parents/guardians:

- Strive to be principled.
- Value the student's learning process itself, not just the end result.
- Promote student time/self management to ensure adequate preparation for assessments.
- Check in with their children and teachers when questions arise about which they can lend support.
- Encourage their kids to complete all work with integrity.
- Participate fully in school interventions that follow cases of academic misconduct.



How do you learn and act with academic integrity?

By learning how to learn, our approaches to learning skills are our common language:

Approaches To Learning Skills	What does it look like in the classroom?
Communication	<ul style="list-style-type: none"> ● Students express their own ideas clearly and logically. ● Students paraphrase accurately and concisely. ● Students ask for clarifications. ● Students listen to and follow directions. ● Exchanging thoughts, messages and information effectively through interaction ● Reading, writing and using language to gather and communicate information
Research	<ul style="list-style-type: none"> ● Students evaluate and select appropriate information sources and/or digital tools based on the task. ● Students use critical literacy skills to analyze and interpret information. ● Students understand the significance of academic integrity and intellectual property rights. ● Finding, interpreting, judging and creating information ● Students create references and citations, use footnotes/endnotes and construct a bibliography according to the appropriate format.
Self-management	<ul style="list-style-type: none"> ● Students keep an organized and logical system to document learning. ● Students use technology responsibly and productively with academic purpose. ● Students demonstrate persistence by coming up with their own original ideas. ● Students take responsibility for one's own actions.
Social	<ul style="list-style-type: none"> ● Students respect the work of others by giving credit for original ideas. ● Students are aware of their personal impact as a member of a learning group. ● Students use the language of the learner profile in conversations and discussions.
Thinking	<ul style="list-style-type: none"> ● Students revise understandings based on new information and evidence. ● Students make judgments or decisions about personal responsibility in regards to original ideas, projects, and assignments. ● Students independently think for themselves rather than making shortcuts by duplicating of others' thinking and written work.

What is Academic Dishonesty?



- Engaging in any act of plagiarism by passing off ideas or words of another as one's own, using another's work without quoting sources, committing literary theft, or presenting an idea from an already existing source as new or original. Plagiarizing is the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment;
- Receiving or providing assistance on an assignment in or out of the classroom where collaboration is not explicitly condoned by the teacher. This does not include legitimate collaboration in a group project or assistance provided to help another student understand class material;
- Engaging in collusion. Collusion is supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another;
- Communicating or attempting to communicate with another student during an examination via verbal, nonverbal, written, or electronic means;
- Disclosing the content of assessment material to another student who is taking or has taken the same course but has not yet taken the assessment in question;
- Possessing or using forbidden materials or aids during an assessment; stealing, attempted theft, or collusion with any who attempt to steal assessment materials.
- Duplicating the work of another individual. Duplication is also the presentation of the same work for different assessment components; and
- Any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Process for Determining and Consequences of Academic Misconduct

Peoria Academy's response to suspected academic misconduct begins with conversations that connect the student with the teacher and/or school administration. These discussions may include attempts to verify suspected academic misconduct as well as the student's understanding of the integrity - or potential lack thereof - of their work. This sometimes includes opportunities for students to defend their work (e.g. by sharing drafts, notes, citations), or demonstrate their on-demand knowledge (e.g. through an oral defense of their work or a written work sample).

If, through the process outlined above, academic misconduct is identified, the following actions may be taken as a result:

- Parent(s)/guardian(s) may be contacted. This could result in meetings between parent(s)/guardian(s) and school administration/teachers to determine next steps at home and at school.
- The assignment may not be included in the student's grade report and may not receive feedback - either quantitative or qualitative.



- Resubmission of the assignment - or retaking of the exam - can be required at the teacher's discretion
- A disciplinary referral may be made to the school administration and resulting disciplinary action kept on file
- Recurring of egregious acts of academic misconduct may result in serious consequences such as a failing grade or expulsion from Peoria Academy.

Review Process and Policy Communication

Each spring, representatives from the lower and middle school will form a committee to review the current Academic Integrity Policy. The Academic Integrity Policy will be reviewed by a team constituted of the following members:

- Lower & Middle School teacher representatives
- Lower School Coordinator
- Middle School Coordinator and Dean of Students
- Principal

At the commencement of each school year, the coordinators will facilitate reflection on the policy and agreements with all teaching staff to ensure the policy is a working document evident in planning, teaching, and assessment. The Academic Integrity Policy will be incorporated into the five-year program review for both the lower and middle school programs. Amendments to the policy will be made annually or as needed based on stakeholder feedback. The document is distributed to faculty and posted on the school website.

The Academic Integrity Policy is best understood in connection with other key program documents, links to which are provided here:

[Assessment Policy](#)

[Inclusion Policy](#)

[Language Policy](#)