



# Academic Integrity Guidelines

Wisconsin Virtual School (WVS) works to support students and districts in all areas of student learning, including teaching students the importance of Academic Integrity as a cornerstone value of education. The first step in that goal is helping students understand what Academic Integrity looks like. **WVS will always defer to local district policy**, but we have created WVS Academic Integrity guidelines to support consultants in appropriate ways.

Student learners come to us in varying degrees of adolescent development. It is our responsibility as educators to take students where they are and help them to grow. Ultimately, we aspire for students to develop a growth mindset and learner agency - aptitudes that will help them succeed, learn, and grow now and in future career and college experiences.

## What does Academic Integrity look like?

### Students will...

- invest energy into learning (i.e. spending appropriate time working through online learning modules, taking notes, using available resources, engaging with course content, etc.)
  - ask for support in developing time management skills
- learn to embrace academic struggle to create resiliency: some concepts may be more difficult to master than others
- ask questions when they need further clarification (i.e. email teachers, utilize teacher Connect Time appointment calendars for 1:1 time with teachers, use 24/7 online tutoring when teachers are not available, etc.)
- share concerns with their coach, if they need additional learning support
- seek mastery of learning objectives through opportunities to retry and resubmit assignments when allowed
- adhere to course directions and teacher expectations and ask questions if further clarification is required
- follow local school district policy regarding use of artificial intelligence (AI) tools

## What if students need support with Academic Integrity?

The teacher will share Academic Integrity concerns with the student's coach for guidance on District policy for Academic Integrity. **Ultimately, WVS leans on coaches to act as the bridge between local school policy and WVS.**

## Start The Conversation

- The teacher will start a conversation with the student and include all appropriate stakeholders in that conversation (i.e. coach, special education case manager, affiliation leader, etc.)
- The purpose of this conversation will be based on assuming positive intent and helping students understand the values inherent in academic integrity and how to move forward. Teachers should consider students may be struggling with one or more of the following:
  - Time management, difficulty mastering/understanding the content, lack of engagement and/or self-confidence, fear of failure, lack of interest, not understanding appropriate use of artificial intelligence (AI) tools, etc...

## Conversation Can Include:

- Clarifying questions to understand the student's workflow for the assignment
- A reminder of resources available to the student (i.e. Connect Time, 24/7 online tutoring, screen readers, and other resources within the course/Buzz)
- An agreement (plan) moving forward to avoid future Academic Integrity issues.
  - This is a good time to build a relationship with the student and invite the student to Connect Time.
  - The plan should discuss and make clear potential local level policy consequences that would be implemented for continued concerns.

## Communication & Documentation

- WVS teachers will leave feedback for the student in the grade book regarding the communications that have taken place, especially if a grade deduction has been assigned.
- It is suggested that teachers also record conversations in the [Genius "Communication" area](#) of the learner's Student profile to increase transparency and the ability to support individual learners.

## What if the school prefers to lean on WVS guidelines?

- **A first Academic Integrity concern:** Follow the aforementioned steps in initiating a conversation with the student and other stakeholders (including Special Education case managers as appropriate). The student will have the opportunity to resubmit without a grade penalty following the discussion.
- **A second Academic Integrity concern:** Initiate a second conversation with the student and the student's coach. Agree that the student will receive a "temporary 0" (no credit) on the assigned paper or project. Students may be allowed to resubmit the assignment according to teacher specifications. The student's grade on the resubmitted assignment will be no higher than a "70%." Failure to rewrite the assignment may result in a "0" for that assignment. (Remember to leave detailed feedback regarding this grade deduction.)
- **Additional Academic Integrity concerns** will be discussed with the coach and subject to district policy, which may result in a "0" for the course.

*Each situation and each student are unique; work collaboratively to help the student establish an understanding of the values inherent in Academic Integrity.*