Academic Integrity Policy

Happy Bridge Kindergarten (HBK)

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Part 1 – Introduction

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 be part of an "ethical culture" of any educational institution. It is an obligation which 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 Principles into Practice, 2020]

At Happy Bridge Kindergarten (HBK), we believe that each student is a unique individual and has unique learning needs. We believe in our practices reflecting a culture of respect, responsibility, fairness, honesty and trust. It is the goal and obligation for all members of the HBKS Community (teachers, administrators, parents and students) to work collaboratively to teach each individual student, through age-appropriate development, to adopt a culture of integrity into their academic and personal lives and thereby impact their future.

As an International Baccalaureate (IB) school, we strive to instill 10 key attributes within each of our students that we refer to as the IB Learner Profile. These ten attributes are the very core of everything we work to instill through our programs. Therefore, the foundation of this policy is based on the attributes of the learner profile, including, but not limited to:

- **Communicators** *need to explain their ideas clearly and reference ideas and/ or research rigorously using an accepted format.*
- **Knowledgeable** *students know that they need to cite where information comes from that underpins their work.*
- **Inquirers** *have the requisite skills to carry out research and inquiry.*
- **Open-minded** *students pursue and consider information from a variety of sources and points of view.*
- **Principled** *students act with honesty and integrity by taking responsibility for their actions.*
- **Thinkers** *explore concepts, issues, and ideas critically and creatively.*

Part 2 – Definition

Academic misconduct includes:

Plagiarism: "The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment."

Examples of Plagiarism:

- *Any representation of others' work as your own*

- *Non-original work that is not cited and appropriately referenced in submissions*

- *Copying information from a book or a website*

- *Misuse of quotation marks, paraphrasing, and in text citations which makes authorship unclear*

- *Failure to identify the source of elements of nonverbal work (i.e. painting, dance, photo, proof, musical composition, etc.) that you've derived your work from*

- *Using online language translators unless explicitly allowed*

Collusion: "Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another."

Examples of Collusion:

- *Helping someone else cheat both deliberately and through support.*

- *Allowing your work to be copied and/or submitted by another student.*

- *Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).*

- *Representing significantly unequal work as an equal collaboration.*

- *Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.*

- *Sharing information about assessment content and questions with other students.*

Collusion is to be contrasted with collaboration, which we define as "multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines." It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

Duplication of Work: the presentation of the same work for different assessment components

Unfair Practice: Any other behaviour that gives an unfair advantage to a student or that affects the results of another student

Examples of unfair practice:

- *Falsifying records*

- *Falsifying data*

- *Sharing passwords, using unauthorized material*

- *Disclosing information about assessments*

- *Altering grades*

- *Phony citation*

- *Impersonating another person*

- *Misconduct during testing times*

It is the understanding of all school personnel that when a student puts his or her name on any assignment, they are submitting it as their own and acknowledging original ownership.

Part 3 – Roles and Responsibility

Faculty (including teachers, Student Support services team, administration and support personnel):

- *Communicate appropriate collaboration versus collusion with each assignment.*

- *Teach a recognized citation convention for written and non -written works.*

- *Demonstrate and model academic honesty in presentations, etc.*

- *Report and record academic dishonesty through a referral and school notes.*

- *Assure that students in their class understand that when they submit a task as their own, they are representing that have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed.*

- *Minimize temptation for academic misconduct in assignments/assessment situations.*

- *Communicate with students, parents, counselors, administrators, about concerns and academic misconduct offenses.*

- *Involve students in reflection/discussion in the instance of academic misconduct.*

Students:

- *Confirm understanding of academic honesty with signature on Academic Honesty Parent/Student Agreement each year.*

- *Report academic misconduct violations to a trusted school employee.*

- *Strive to produce authentic work.*

- *Understand that putting his/her name on an assignment certifies it as his/her own work, cited appropriately.*

- *Minimize academic misconduct temptation by balancing time appropriately.*

- *If an incident of academic misconduct occurs, either intentional or unintentional, complete a reflection process with the teacher.*

- *Ask for guidance when unsure.*

Administration:

- *Support academic honesty policy and investigate all counselor/teacher reports of academic misconduct.*

- *Ensure that all staff, students and parents understand definitions, responsibilities, and repercussions.*

- *Ensure the academic honesty policy is applied consistently throughout the school.*

- *Provide staff development and guidance on academic writing and referencing systems that are available.*

- *Provide teachers with material to guide students in maintaining academic honesty.*

- *Investigate academic misconduct when necessary.*

- *Make parent and student contact to reflect on academic misconduct incidents.*

Parents, guardians, and/or outside support:

- *Read and sign the Academic Honesty Parent/Student Agreement.*

- *Encourage child to practice academic honesty.*

- *Encourage child to cultivate a culture of academic honesty at home and in school.*

- *Address concerns of academic misconduct/academic misconduct with their child and school personnel if necessary.*

- *Monitor hired tutors to assure authentic student work.*

Part 4 – Consequences of Malpractice

Every case of malpractice is dealt with on a case-by-case basis. However, we do have guidelines for consequences for student malpractice. Teachers will explain the importance of having academic integrity through restorative practices in addition to the consequences outlined below.

Malpractice	Consequence
Collusion I Student colluded with another student.	• *For the student who copied another's work:* *Student must do the task again and reflect with the teacher.* • *For the student who allowed another to copy their work:* *Student must reflect with the teacher on why this is wrong.* • *If this offense is repeated twice, the student is bumped up to Plagiarism (level) II outlined below.*
Collusion II Student colluded with another student on a project	• *A meeting is set up with the student, the teacher, PYP Coordinator.* • *Guidelines from the IBO Academic Honesty documentation are followed.*
Plagiarism I Student plagiarized someone else's work.	• *Student must do the task again and reflect with the teacher.* • *If this offense is repeated twice, the student is bumped up to Plagiarism (level) II outlined below.*
Plagiarism II Student plagiarized someone else's work on a project	• *A meeting is set up with the student, the teacher, PYP Coordinator.* • *Guidelines from the IBO Academic Honesty documentation are followed.*

If a student commits two or three offences then there are follow up steps that will be instituted:

In order to ensure consequences, restore a student's standing and keep them on an academically honest track for their learning and development, students must

- **For a second offence,** the student will need to write an extended reflection on academic integrity. The PYP Coordinator will be informed.
- **For a third offence,** the student will have a meeting with the teacher and PYP Coordinator. Parents will be informed at this point, after the teacher has brought this to the attention of the coordinator.

By the end of the PYP students should understand the importance of referencing and be able to provide a list of sources (e.g. websites and books) at the end of an assessment task.

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