



## **Academic Integrity Policy**

### **Rationale for Academic Integrity Policy**

Academic integrity and honesty are essential aspects of teaching and learning that are rooted in inquiry and reflection.

King Heights Academy requires academic integrity and honesty from all students. This is important for success not only at King Heights Academy but for success in students' post-secondary education as well as in their personal lives. This requires students to always submit original work and to give credit to all research sources correctly and consistently.

The vision for all King Heights Academy students is that they recognize the importance of engaging in authentic academic work that reflects a student's understanding of the role of honesty and integrity in all interactions with others in our school community. Philosophically, the goal is that students embrace integrity and honesty as a way of life and see how those values are integral to embracing their role as mindful, globally aware citizens.

### **Overview of the Academic Integrity Policy**

King Heights Academy students will be guided to develop strategies and skills to find and navigate information from sources (both online and text-based), to evaluate the resources and to incorporate and reference them correctly to produce authentic work. Technological innovation and student's access to information has changed traditional ideas and approaches to learning and understanding what constitutes knowledge. In this context, "academic honesty is seen as a larger set of values and skills that promote personal Integrity and good practice in teaching and learning, including assessment." (IBO, 2016)

This policy provides information to teachers, students and parents on the processes involved in maintaining academic integrity throughout the school, describing the role of the school, students, and parents in maintaining and fostering academic integrity. The policy defines what authentic work is, academic dishonesty and the consequences of academic dishonesty. Furthermore, the policy describes possible approaches to prevent any breach of regulations, but also describes procedures for carrying out an investigation when confronted by a case of suspected academic dishonesty.



## Procedures for Academic Dishonesty

In the event a student is deemed by the teacher to have plagiarized an assignment and has engaging in clear academic dishonesty, the following procedures will be followed:

**First Offense.** A student's first offense will be treated as an opportunity to reeducate the student about academic dishonesty and plagiarism, specifically what academic dishonesty is and how to avoid it.

### Action Plan

1. Communicate via email to the parent/guardian of the student and outline the nature of the academic dishonesty and the consequences and educational opportunity associated with the act of academic dishonesty.
2. Students will receive a "0" for the evaluation but will be offered the opportunity to retake or rewrite the evaluation.
3. Students will have a meeting with the Principal/Head of School/designated staff member and the teacher to discuss the details of the incident and educational opportunity to increase knowledge and understanding.
4. Students will create an action plan that details the steps to be taken to avoid academic dishonesty in the future as well as the consequences that can occur. The student will keep the original for future reference and a copy will be placed in the student's personal file in the office.

**Second Offense.** A second offense carries the following consequences.

### Action Plan

1. Communicate via email to the parent/guardian of the student and outline the details of the academic dishonesty and the consequences.
2. Students will receive a "0" for the evaluation and will not be offered a retake or re-write opportunity.
3. Students will have a meeting with the Principal/Head of School/designated staff member and the teacher to discuss the details of the incident and the consequences of further infractions with respect to academic honesty.
4. Students will create an action plan that details the steps to be taken to avoid academic dishonesty in the future as well as the consequences that can occur. The student will keep the original for future reference and a copy will be placed in the student's personal file in the office.

**Third Offense.** A third offense is an egregious and willful act of academic dishonesty that carries severe consequences.

### Action Plan:

1. Communicate via email to the parent/guardian of the student and outline the details of the academic dishonesty and the consequences.
2. Students will receive a "0" for the evaluation and will not be offered a retake or re-write opportunity.
3. Students will have a meeting with the Principal/Head of School/designated staff member and will be notified of their immediate out of school suspension from school.
4. Students will create an action plan that details the steps to be taken to avoid academic dishonesty in the future as well as the consequences that can occur. The student will keep the original for future reference and a copy will be placed in the student's personal file in the office.



5. Re-entry meeting with teacher and Principal/Head of School/designated staff member. The purpose of the re-entry meeting is to ensure that students review and understand the Academic Integrity Policy procedures/steps, reflect upon the incident with a growth mindset, and ensure the student is on a pathway of success with respect to academic integrity.

**Fourth Offense.** A fourth offense is an egregious and willful act of academic dishonesty that carries with it the loss of the credit/loss of grade, and multiple day suspension from school.

Action Plan:

1. Communicate via email to the parent/guardian of the student and outline the nature of the academic dishonesty and the consequences.
2. Students will receive a “0” for the evaluation and will not be offered a retake or re-write opportunity.
3. Students will have a meeting with the Principal/Head of School/designated staff member and will be notified of their immediate out of school suspension from school and the loss of credit/loss of grade.
4. Students will create an action plan that details the steps to be taken to avoid academic dishonesty in the future as well as the consequences that can occur. The student will keep the original for future reference and a copy will be placed in the student’s personal file in the office.
5. Re-entry meeting with teacher and Principal/Head of School/designated staff member. The purpose of the re-entry meeting is to ensure that students review and understand the Academic Integrity Policy procedures/steps, reflect upon the incident with a growth mindset, and ensure the student is on a pathway of success with respect to academic integrity.

**Fifth Offense:** A fifth transgression of academic dishonesty will result in a loss of the credit/or loss of grade and an expulsion from the school, for demonstrating their lack of respect for their learning and not adhering to the school’s code of conduct.

Action Plan:

1. Communicate via email to the parent/guardian of the student and outline the nature of the academic dishonesty and the consequences.
2. Students will receive a “0” for the evaluation and will not be offered a retake or re-write opportunity.
3. Students will have a meeting with the Principal/Head of School/designated staff member and will be notified of their loss of the credit/ loss of grade and expulsion from the school.

### Sources of Information forming King Heights Academy Academic Integrity Policy

This policy has been formed by the following official documents:

- "Academic Honesty in the IB Educational Context". IBO, 2014, 2016
- "Handbook of procedures of the Diploma Programme 2017", IBO, 2016, 2017 d.
- IB Learner Profile
- Rotterdam International Secondary School Academic Integrity Policy
- King Heights Academy School Course Calendar



## **The IB Learner Profile and Academic Integrity**

By focusing on academic integrity, the following aspects of the learner profile become significant to the process of practicing academic honesty.

- **Inquirers** – to encourage natural curiosity and become skilled in inquiry and research and show independence in learning. Students enjoy and are engaged in their own learning and this process will be sustained throughout their lives.
  - Students: “I ask questions and learn to help my learning.”
- **Knowledgeable** – to explore ideas and issues that have local and global significance. Students acquire in-depth knowledge and understanding across a broad and balanced range of disciplines, making connections or deeper understanding.
  - Students: “I try to learn many things.”
- **Thinkers** - to exercise initiatives in thinking critically and creatively to recognize and approach complex problems. Students learn to make reasoned, ethical decisions in their learning and thinking.
  - Students: “I try to connect the things I know.”
- **Principled** - to act with integrity and honesty, with a strong sense of trust, fairness and respect for the dignity of the individual, groups and communities. Students take responsibility for their actions.
  - Students: “I try to do what is right.”
- **Caring** - to show empathy, compassion and respect towards the needs and feelings and work of others. Students have a personal commitment to make a positive difference to the lives of others and to the environment.
  - Students: “I help others and I am open and honest in my dealing with others.”
- **Communicator** - to express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. Students work effectively and willingly in collaboration with others.
  - Students: “In oral and written forms of communication I appropriately credit the ideas of others and present my ideas with honest intentions.”
- **Balanced** - to understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of school life, as well as focusing on their academic development.
  - Students: “I create and follow different routines to maintain balance in my life and adapt to any demands of place and time.”
- **Open-Minded** - to understand and appreciate cultures and personal histories by being open-minded to perspectives, values and traditions of other individuals and communities. Students are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
  - Students: “I will maintain an open-mind to the ideas of others and be open to learning from growth opportunities.”



- Risk-Taker - to have the courage to own mistakes, accept consequences and learn from the experience. Students share a responsibility to uphold standards to protect the integrity of their own work as well as the work of others.

➤ Students: “I will have the courage to present my ideas honestly.”

- Reflective - to give thoughtful consideration to their own learning and experience. Students are able to assess and understand their strengths and limitations in order to support their learning and personal development.

➤ Students: “I will reflect upon learning opportunities through the lens of academic honesty and integrity.”

## **Creating Academically Authentic Work in the 21st Century**

All students and teachers at King Heights Academy should be aware of what constitutes authentic work and what is meant by academic dishonesty.

### **Authentic work:**

- Work that is based on the student’s individual and original ideas.
- Work and ideas are fully acknowledged.
- Ideas, though paraphrased, are acknowledged as being paraphrased.
- Assignments, written or oral, must use the student’s own language and expression.
- Authentic work respects other people’s time and effort in support of producing a document.
- Sources used, must be fully and appropriately acknowledged.
- Work is submitted on time according to the assignment requirements.
- No extra support from parents/family members/friends/online sources have been incorporated into any work, outside the teachers’ knowledge or requirements.

### **Definition of Academic Dishonesty**

Academic dishonesty is defined as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. The IBO further defines academic misconduct as “behaviour that may be either deliberate or inadvertent. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.” (IBO, 2014, 12)

Academic dishonesty is an act of theft known by many names: cheating, borrowing, stealing or copying. Plagiarism is intentionally or unintentionally using another person’s words or ideas and presenting these as one’s own. It includes submitting an essay written by another student, allowing a student to submit your work, obtaining one from the many services provided on the internet or copying sections from various documents and not acknowledging the original source. It is a serious offense that may result in significant academic consequences.



## **Forms of Academic Dishonesty:**

- **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The ideas may be derived from a variety of sources, from electronic to oral forms of communication.
- **Collusion:** supporting academic misconduct by another student, for example, as in allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** the presentation of the same work for different assessment components. This can sometimes be called “double dipping”.
- **Leakage:** this means that the total or partial content of an assignment/exam has been obtained, disclosed or shared prior to the submission/examination.
- **Impersonation:** An individual who is not registered as a student takes the place of one that is registered.
- **Smuggling of foreign materials:** This is the introduction of unauthorized materials notebooks, crib notes, charts and answers into the class/examination hall. The material is normally hidden in pants, shoes, hems or underwear or written on parts of the body or materials taken into the class/exam room.
- **External Assistance:** Individuals who are not doing the assignment/examination giving unauthorized assistance to students who are. This can be done by an individual, using electronic devices or oral/visual aids.
- **Copying:** Reproduction of another student's work with or without their permission.
- **Intimidation:** to physically or psychologically threaten a member of staff or other student(s) to provide extra help to student(s).
- **Markers Academic dishonesty:** Deliberate changes of marks designed to inflate or deflate a student's original mark.
- **Falsification:** Inventing fictitious data for an assignment.
- **Other behaviour that allows any student to gain unfair advantage:** for example, disrupting or distracting other students during an assignment/exam, or stealing /assignment/examination material.
- **Essay Writing Services:** using an essay writing service (either a ghost written or purchased essay) or helping in writing an essay or other assignment/examination materials. This includes undue parental help.
- **Absenteeism:** skipping a class, under the pretense of illness in order not to take an assessment or turn in work.



## **Prevention of Academic Dishonesty**

At King Heights Academy, the student holds the ultimate responsibility for ensuring that all submitted work to be assessed fulfills the requirements for authentic work.

The following guidelines will be used in the prevention of academic dishonesty at King Heights Academy:

- Students will be given academic honesty lessons to keep them aware of the need to submit authentic work.
- Students will be trained on the skills for citing and referencing and this will be reinforced in all academic classes.
- Students should review their own work to check that the ideas or work of others are correctly acknowledged using an acceptable and consistent citation method.
- The teacher will check a student's work for any obvious ideas or work of others that might have been copied and not fully acknowledged.
- The teacher should be vigilant of sudden unexplained changes in work, ideas or writing style of work and investigate such unexpected changes further.
- The teacher may ask for examples of previous work or ask to see drafts or planning notes.
- The teacher may quiz a student on the content of the work at any point of time to determine the authenticity of the work.
- Students will be asked to keep progress notes, attend conferences or to hand in drafts of work to teachers, and are never expected to submit a completed final draft without checks.
- Students should be familiar with the IBO document *Effective Citing and Referencing (2014)* and use the checklist to ensure they fully and correctly acknowledge work.
- All subject teachers or supervisors will be required to follow the guidelines outlined above to detect plagiarism in any student's work.
- Students should plan enough time to fully complete academic writing tasks, so that academic dishonesty is not the result of time constraints.

## **Investigation of Academic Dishonesty**

If academic dishonesty is suspected, the teacher will report it to the King Heights Academy Administration, and work collaboratively to examine the work or evidence.

- King Heights Academy Administration will interview the student and teacher, keep notes of the meeting, and may ask the teacher and student to keep detailed notes, or write a reflection of the events.
- If academic dishonesty is confirmed, the internal consequences in school will be applied.



## Responsibility of the School

King Heights Academy will consistently teach the skills of research and citation methods for referencing to equip students with the necessary skills for academic writing.

- The school will educate all students about the importance of academic integrity and honesty and ensure students have access to relevant information, and understand what constitutes academic dishonesty, and what the possible repercussions might be.
- The school will make accessible the *Academic Honesty* (or integrity) *Policy* and the IB's *Effective Citing and Referencing* (2014) both in school and on the school website.
- Teachers should set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- Assignments, when possible, should be designed in such a way that they do not lend themselves to academic misconduct.
- The school will build a supportive and collaborative learning environment that allows students to receive and share information and offer guidance to develop academic writing and study skills.
- Incidences of suspected academic dishonesty will be reported, investigated, and dealt with consistently in accordance with the policy document.

## Responsibility of Students

The student holds the ultimate responsibility for ensuring that all submitted work to be assessed is academically authentic and honest.

- Students must acknowledge and support honesty and integrity as a core principle of the school's vision and mission.
- Students must act with honesty, integrity and in a responsible and ethical manner.
- Students are accountable for their actions and work handed in as their own original work.
- Students understand that plagiarism, whether advertised or inadvertent, will constitute academic misconduct.
- Students must bear the consequences set by the school if they submit work that is not their own, or engage in academic dishonesty, of whatever nature.
- Students must approach teachers for clarification and support if there is anything regarding academic honesty they do not understand.
- Students should co-create, understand and follow classroom agreements and practices of academic integrity. Such as:
  - Students should be familiar with the document *Effective Citing and Referencing* (2014).
  - Students should practice consistent note taking skills and make clear research notes.
  - Students should use quotation marks or indentation to show all text that is someone else's exact words and should reference direct quotes.
  - Students should cite their sources so that readers can find them; if they cannot state the origin of the source, this source cannot be used. Students should also give credit for copied, adapted, and paraphrased material. If an idea is paraphrased, the source must still be cited.





## **Responsibility of Parents**

- Parents/guardians should ensure they read and understand the *Academic Integrity Policy* in terms of the expectations of their child(ren).
- Parents/guardians are encouraged to ask for an explanation if there is anything about the Academic Integrity Policy they do not understand.
- Parents/guardians should encourage their child(ren) to plan and schedule their workload so that students have ample time to plan and ask for clarification from their teachers.
- Parents/guardians should understand that disproportionate external support from outside the school, whether paid or unpaid, may constitute a form of academic dishonesty.
- Parents/guardians should refrain from inappropriate levels of support with students' work.
- Parents/guardians and the school should maintain open and honest channels of communication.

*This policy will be reviewed annually by all staff.*

*Revised January 2022*