

Heritage Regional High School IB Academic Integrity Policy

IB Middle Years Programme

Philosophy

We support the fundamental IB belief that academic integrity is an essential aspect of teaching and learning. Academic integrity is the set of values that promote personal integrity and good practice in learning and assessment. We aim to 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.

IB Learner Profile, 2017
MYP: From Principles into Practice 2014; updated August 2022

The following IB programme standards and practices support development of the academic integrity policy.

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1 The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2 The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3 The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect, and responsibility. (0301-03-0300)

Culture 3.4 The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5 The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair, and consistent. (0301-03-0500)

IB Programme standards and practices (2020)

IB mission statement-

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

The programmes encourage students across the world to become active, compassionate, and life-long learners who understand that people, with their differences, can also be right.

Heritage Regional High School – Educational Project

Mission – The mission of HRHS is to collaboratively ensure a learning environment for students to maximize their potential as life-long learners through academic success, participation in school life and preparation for global citizenship.

Vision – Our vision is to provide the highest quality education by focusing on developing varied programs in response to individual needs. Within a safe and healthy environment for all, we promote high academic standards and develop leaders for the 21st century. Staff and students work together to continuously improve and to develop collaborative teams.

Values - We promote respect for oneself, others, the environment, and the diversity of our school community. We value excellence in varied programs, academics, leadership by students and staff, the arts, community involvement and life skills. We have pride in our accomplishments and in our school.

Rationale-

We endorse the expectation of the IB that our academic integrity policy promotes the development of personal integrity and good practice in teaching, learning, and assessment. (*Academic Honesty in the IB educational context, 2016*) All members of the Heritage Regional High School community have a responsibility to ensure that teaching and learning are practiced with integrity.

To this end, we will-

- Cultivate a learning environment in which students are committed to act in a principled manner.
- Explicitly teach Approaches to Learning skills to promote responsible and principled action.
- Help students to achieve clear understanding of both principled conduct and academic misconduct. For example, we will help students to recognize and differentiate between the notions of collaboration and collusion.
- Teach students to accept responsibility for their own learning and we will encourage students to contribute positively to the learning experience of others.
- Promote parent support in teaching students to be principled and make ethical choices.
- Model academic honesty.
- Promote digital citizenship, responsible use of information technology and social media.
- Teach students to acknowledge the contributions of others in the completion of academic work and not misrepresent work as their own when it is not.
- Teach students how to acknowledge original authorship through the appropriate style of citation for each subject.
- Communicate with students and parents when academic misconduct is suspected or discovered and provide clear guidance to direct students toward principled action.

- Promote interventions and disciplinary actions (when academic misconduct occurs) that also provide teaching/learning opportunities.
- Record incidents of academic misconduct in student file for the duration of their enrolment in the programme.

Academic Misconduct may include, but is not limited to-

Collusion – facilitating the academic misconduct by another student, such as allowing another student to copy an assignment/homework, submitting an essay/assignment written by someone else, placing unauthorized images or copies of evaluations online and/or sending via social media or other digital means.

Plagiarism – quoting or paraphrasing material without proper citation or referencing of sources.

Duplication of work – submitting work which has been previously submitted for evaluation to another teacher.

Taking unauthorized material into an examination room, including cellular phones or other electronic devices.

Sharing with another student, information about pending tests.

Any student behavior or academic misconduct which results in *that* student or another in gaining an unfair advantage in an assessment.

Policy Review and Communication-

In order to ensure that this policy continues to align with school practice and philosophy, all members of the IB community, on a regular basis, are invited to recommend amendments. The school IB pedagogical team is responsible for updating the policy, based on this consultation process. The Governing Board will approve and adopt the policy annually.

The IB community has access to this policy on the school website.

Regulatory Principles and guiding sources-

The contents of this policy are based on and references-

- *IB Academic Integrity Policy (2019)*
- *IB Learner Profile (2017)*
- *IB Programme standards and practices (2020)*
- *Heritage Regional High School Code of Conduct, Rights and Responsibilities (2022)*
- *MYP: From Principles into Practice (2022)*

Revised: March 2022

Adopted by Governing Board, June 2022