bloomingdale
INTERNATIONAL SCHOOL

Academic Integrity Policy

Policy Committee

- Head of School
- Program Coordinator(s)
- One teacher from each faculty

Draft Details

- First draft: May 2017
- Revised: October 2017
- To be revised: May 2020

BIS Vision

Empower everyone to become a thriving lifelong learner and responsible global citizen.

BIS Mission

To believe in and recognize the infinite power of intelligence, creativity and versatility that lies within every child and create an ingenious setting for Creators, Performers and Designers. Aim to develop inquiring, knowledgeable, thinking and caring individuals.

Promoting a nurturing environment and creating a community of learners through celebrating diversity and uniqueness of every child. So as to, shape every one as respectful, reflective, resourceful and proactive citizens in our international community.

Contents

1. Purpose and Beliefs

1.1 Purpose of Academic Honesty Policy

The academic honesty policy provides an overview of beliefs and practices regarding integrity and honesty. It is designed to inform all stake holders about our philosophy pertaining to Academic Honesty. The purpose of the policy is to provide guidance for developing truthful young learners.

It helps to define the school practices to educate the school community about academic honesty and the school sanctions on these grounds. It offers advice on the prevention of malpractices. Describe the procedure followed by the school when investigating instances of suspected malpractices. It defines the roles of the management, head of school, teachers, students and parents.

1.2 Beliefs of BIS on Academic Honesty

BIS is in sync with what the IB believes on Academic Honesty. It must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors:

Peer pressure, culture, parental expectations, role modeling and taught skills.

Everyone must understand the basic meaning and significance of concepts that relate to significance of academic honesty. All stake holders at BIS are responsible for academic honesty in school.

We at BIS place great value on the ethical qualities of personal integrity and academic honesty. We are guided in our expectations and practices by the learner profile attributes and attitudes.

The aim of this policy is to:

∞ Promote good academic practice and a school culture that actively encourages academic honesty.

∞ Enable students to understand what constitutes academic honesty and dishonesty.

∞ Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.

∞ Explain to students that they have an important role in ensuring that their work is 'academically honest'.

∞ Impart to students that plagiarism is a serious academic offence.

∞ Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

1.3 Statement of policy

Honesty is a value that holds each person to tell the truth and to defend the truth. Honesty supports intellectual growth and creates a fair learning environment. In an environment of honesty and integrity, the work we turn in as our own is our own.

However, we firmly believe that cheating denies the value of education, damages the ethical character of the individual student, and undermines the integrity of our school community. The Academic Honesty Policy affirms that we value learning for its own sake, and that we therefore, demand personal integrity and intellectual honesty in all academic work.

2. Principles and practice

2.1   Guiding Principles

The concept of academic honesty is clearly guided by the school academic honesty program. This programme will be reviewed at intervals to incorporate the required changes. This policy is shared with all members of the school community through all channels of communication.

Teachers of all subject areas play an important role in contributing to the development of this policy so that all aspects of development are covered.

2.1.a Academic dishonesty or Malpractice

The IB Organization defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following.

∞ Plagiarism— is the representation of the ideas, words, or work of another person as the student's own. Students must also be aware that translating a passage of text and using the translation in their own work without acknowledging its source is also plagiarism. In general, copying works of art, whether music, film, dance or theatre arts also constitutes plagiarism.

∞ Collusion—is supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another. Duplication of work—is the presentation of the same work by a student for different assessments, assessment components, and or IB requirements.

∞ Misconduct—is a breach in protocol or conduct during an examination or assessment. Students who possess unauthorized material, demonstrate disruptive behavior, copy another's work, or communicate with another student are examples of this misconduct.

∞ Intellectual Property—Student should be aware of legal aspects of license, copyrights and trademarks.

Violation	IB Definition and General Info	Examples
Plagiarism	The representation of the ideas or work of another person as the student's own. Students must also be aware that translating a passage of text and using the translation in their own work without	Presenting work, information collected, organized, or written by your classmate as your own. Copying examples from Wikipedia or any other website into your work and then failing

	acknowledging its source is also plagiarism. Both Intentional and unintentional plagiarism are treated the same way. Always ask the teachers if you are unsure about citing the author's work.	to give the website credit. Reading out or presenting information from websites, taking idea from a source, and presenting them as your own
To Avoid Plagiarism		
Students are advised that they should be understanding the information from various resources and present their own work. They are guided to use resources appropriately as part of the research and emphasis is given by all subject teachers to acknowledge the sources.		

Violation	IB Definition and General Info	Examples
Collusion	Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.	Working with other students to complete individual design project. Sharing your math homework with another student from this academic year or previous yearSharing work with other students
To Avoid Collusion		
It is encouraged to help other students with understanding the concepts using varied strategies but sharing the work is not allowed. Can interact with with relevant subject teacher for better collaboration		

Violation	IB Definition and General Info	Examples
Duplication	The presentation of the same work for different assessment components	An article about Greek Literature. Submitting the same for INS class work is consider duplication. Submitting Design project work from MY3 for MY5 class
To Avoid Duplication		
Students are briefed about acedemic practices and the consequences. Awareness is created and emphasized by all subject teachers.		

Violation	IB Definition and General Info	Examples
Misconduct	Behavior that gives an unfair advantage	During a test gaining access to restricted material like slips, notes, electronic devices etc. Saying that you turned in the homework, but it is not showing to gain additional time. Or submitting wrong file to make to buy time to complete additional work.
To Avoid Misconduct		
Students are briefed about acedemic practices and the consequences. Awareness is created and emphasized by all subject teachers. They are checked thoroughly before they sit for any test/exam related assessments and necessary distancing measures between the students are ensured.		

2.2   School Practices

The school ensures that every member of the school community actively promotes a culture of honesty. Strict measures are ensured to punish students in case of illegal measures that promote dishonesty in any form. Learners need to ensure that the original work needs to be cited. All stake holders promote the acknowledgement of the original source.

Every act of prevention is adhered to by the school authorities to prevent academic dishonesty. Learners are given methods of citing authentic sources of information. The school librarian provides research guidelines that emphasize reading and writing skills, good academic practice and the need to provide well-written work that does not rely heavily on material downloaded from the internet.

Bloomingdale will promote usage of MLA format across all grade levels. Examples of using MLA style can be referred to on following link: Purdue OWL. Students can refer to how to use in-text citation and works cited page.

Students will be guided to cite the sources with Bibliography, using MLA at grade levels MY 1 to My 3, Intext citations for individual works at the year levels MY 4 and MY 5.

Students are encouraged to collaborate to work in groups in BIS through discussions in Breakout rooms, in group projects, classroom discussions and peer evaluations but are expected to submit individual piece of work to avoid collusion.

2.2.a. Detection of plagiarism

The candidate is ultimately responsible for submitting authentic work, acknowledging all work taken from others. When reading students' work teachers focus on the writing style which may be suddenly matured, too error free than usual.

A teacher at BIS is familiar with the books read by children in the library in order to see that there is no plagiarism from books and journals, which can be the most common form of using illegal means. She/he is vigilant about the misuse of such passages. A quick quiz can be conducted by the teacher to check if the work submitted by the student is his/her personal work.

BIS believes in reporting certain case of academic dishonesty to the parents if at all the case is related to them. The teacher produces a report for the concerned authorities to adhere to situations beyond her control. All evidences are reviewed in an objective manner before a decision is reached regarding the action to be taken.

All discussion is coordinated, impartial and relevant to the case.

A clear majority decision is reached regarding the action to be taken.

2.2.b Authenticating candidates' work

It is taken into consideration that the students bear the consequences if they submit any work that is not their own. If there seem to be chances of adhering to such a mistake, then, the teacher must immediately bring it to the notice of the students.

Right from the tender age of early years, the seeds of academic honesty is sown in the students. This helps them to reap fruitful results in the years to come.

2.2.c. Offences and their penalty

Penalties are imposed on the candidate found guilty of malpractice in order to:

- ∞ Maintain the integrity of BIS system.
- ∞ Deter other students from taking the same action.

First Category Offence:Un intentional Academic dis honesty where the student is not aware of the consequences:

- An advice by the teacher to student with a lowered grade.
- Teacher will ask student to redo the work and parents will be informed.
- Teacher maintains a record as part of the student code of conduct.

Second category Offence:

Intentional Academic dis honesty:

- Based on the facts, Program Coordinator will speak with the student and take decision based on the Interview.
- Recommend to HOS to put him on probation on an observation.

- If the case detected is extremely severe, and the student has been notified on several occasions, then it can lead to expulsion of the child from school.

3. Responsibility within the BIS Community

3.a. Role of school leaders

∞ Ensure compliance to the academic honesty policy.

∞ Follow the regulations and instructions that govern the conduct of academic honesty.

∞ Offer guidance to the members of the school community on what constitutes malpractice and its prevention.

∞ Investigate cases of alleged malpractice.

∞ Ensure that all stake holders understand what constitutes academic honesty.

∞ Establish a school policy that promotes good academic practice and school culture that encourages academic honesty.

3.b. Role of pedagogical leads

∞ Offer guidance to the members of the school community on what constitutes malpractice and its prevention.

∞ Ensure all students and teachers receive guidance on the skills of academic writing and acknowledging sources.

∞ Make known to all stake holders the consequences of being found guilty of malpractice.

∞ Promote school policy that has good academic practice and enhance school culture that encourages academic honesty.

3.c. Role of teachers

∞ Ensure that students understand the importance of academic honesty.

∞ Focus on prevention rather than punishment of dishonest practices.

∞ Emphasize that learners acknowledge authentic sources of information on submission of their work.

∞ To be able to identify plagiarism of any kind.

∞ Support the school's policy on good academic practice.

∞ Provide advice to candidates on good practice.

∞ Teachers will consistently teach how to acknowledge the sources and to cite in MLA format.

3.c. Role of Librarian

∞ Will work in collaboration with the Classroom teachers to develop the research skills and promote practices for academic honesty.

∞ Librarian will be available to help students with MLA citation format.

∞ Support the students with finding relevant sources.

3.d. Role of parents

∞   Ensure that their children understand the importance of academic honesty.

∞   Explain their children the need to be honest.

∞   Support the school's policy on good academic practice.

3.e. Role of students

∞   Ensure that any work submitted is acknowledged correctly.

∞   Comply with the school's academic honesty policy.

∞   Uphold the virtues of honesty and truth.

∞   Understand the difference between academic dishonesty, intellectual property, plagiarism and authentic authorship.

Middle Year Program					
ATL Skills	Self-Management, Social, Communication,Thinking and Research Skills				
Activity	Culminating Project	Group work	Oral Presentation	Creative work	Individual work
Assessment	Personal Project	Community Project	Lang& Lit presentation	Design	Sciences
Measures	Supervisors give instructions about academic honesty form, mandatory meetings and Process journal	Supervisors give clear instructions about difference between collaboration and collusion. Paraphasing, peer coaching and documenting sources	Teacher explains about copyrights and infringement. Discuss piracy and responsible use of free and multimedia resources for presenting their work.	Teacher explains that inquiring and analyzing invloves research and creativity often builds on work of others and new ideas from existing products	Teacher discuss the importance of reporting data accurately. Scientific thinking relies on the honesty of researchers.

4. Other Related School Policies

∞   Admission policy (cancellation of admission)

∞   Assessment policy (Academic honesty)

5. Policy Creation process

It begins with establishing a Policy steering committee comprising of the members of management, school leaders, Pedagogical leads and classroom practitioners from all segments of the school.

The policy steering committee develops a work plan:

Define a school philosophy pertaining to the policy in context involving the founders, pedagogical leads and classroom practitioners.

Read all IB literature relevant to the policy and read other school policies.

Consider compositions or needs of the school community and national/local curriculum board requirements.

Draft the policy through collaborative approach.

Update the staff members about the policy making process and take inputs at regular intervals during the policy creation. Pre-publication helps to get more inputs from the school team.

Publish the final policy after 2-3 readings and verifications by the committee members and approvals by the school leaders.

6. Communication of the Policy to BIS Community

The policy is shared with staff, students and families in a variety of modes of communication. E.g. In the handbook, website, student's chronicles.

We conduct informational sessions during the program orientations and Induction programs to inform families about the details of the policy. Important aspects of the policy are included in the curriculum handbook which is circulated to all members of BIS family.

7. Policy Review Process

The school policy for academic honesty will be revised every two years. The committee will include,but is not limited to a representative from all school segments, the pedagogical leads and the School Leader. The purpose of the committee will be to study the current document to ensure its accuracy towards meeting program standards.

The implementation of the policy across all segments in school will be reviewed by the school team – school leaders, pedagogical leads, and school curriculum committee, as part of the teacher observation process.

If changes arise before the formal review, with regards to program guidelines and researchbased pedagogy that impact our pedagogy, a committee can be formed to make the necessary changes to the policy.

8. Bibliography

Academic honesty- Guidance for schools 2003

Diploma Programme - Academic Honesty – 2007

www.ibo.org

Academic Honesty in the IB Educational Context (2014)