HHIE Academic Integrity Policy
2024-2025

Mission Statement

Our mission is to develop compassionate world citizens, who are life-long learners and demonstrate the attributes of the learner profile.

Vision Statement

We envision a learning community where caring, knowledgeable adults and students encourage all to love learning and to become responsible citizens of the world.

IBO 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.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy

The International Baccalaureate Organization mission statement and Hilton Head Island Elementary's Mission and Vision statements are the foundation for our academic honesty policy. All stakeholders work towards developing the attributes of the learner profile. The policy reflects the expectation that we are all agents of our own learning and actions. As a community of learners, we all have many responsibilities and roles to ensure our school is a safe learning environment. To insure this safety carries over into the online community, all members must act with academic integrity. The faculty, community members and parents are committed to teaching students the roles and responsibilities that accompany technology usage.

Students take ownership of their learning as inquirers, thinkers, communicators, balanced, principled, open-minded, reflective, caring, knowledgeable, risk-takers. Students strive to be responsible citizens who can solve problems, are lifelong learners and contributors to a global society.

Rights and Responsibilities

Students should:

- understand that they are responsible for the care, content, and usage of the mobile device and all accessories issued to them.
- bring the mobile device to school fully charged each day (applies to all students that elect to take devices home).
- use the mobile device in ways that are appropriate and educational.
- follow all procedures of enrollment and security setup for identification of the mobile device.
- understand that the mobile device is the property of Beaufort County School District and is subject to inspection at any time without notice.
- keep the mobile device away from food, beverages, sinks, water fountains, or any other area that may cause damage to the device.
- follow all procedures for reporting a lost, stolen, or damaged device as outlined in the Beaufort County School District Acceptable Use Policy.
- understand that they are responsible for the repair and replacement costs due to intentional damage, loss, negligence, misuse and/or violating as outlined in the Beaufort County School District Acceptable Use Policy.
- engage in positive discussions while using communicative and collaborative technology.
- alert a teacher if he/she sees threatening, inappropriate, or harmful content online or report through See Something, Say Something app.
- be cautious to protect the safety of themselves and others.
- return the mobile device and accessories to school when requested by the school or district.
- understand that the use of the mobile device is a privilege and can be taken away at any time.
- refrain from using school technologies in a way that could be personally or physically harmful.
- keep all settings on the device as issued. Students should not change settings to the district's content filters; this includes proxy software and websites.
- only install Beaufort County School District-approved software.
- keep their network or application usernames and passwords private. They should not be shared with anyone other than a teacher, school administrator, or technology staff.
- only photograph or use appropriate images or content.
- never engage in cyberbullying, harassment, or disrespectful conduct toward others.
- only use sites, servers, or content that is intended for educational purposes.
- follow all procedures related to appropriate use to include no cheating or inappropriate communication with others online.

The Leadership Team will

- ensure all staff members, students and families have a shared understanding of academic integrity at Hilton Head Island Elementary.
- provide professional development and guidance to teachers regarding best practices for instruction related to academic integrity.
- update parents and stakeholders about the policy and any changes.
- gather input from all stakeholders regarding academic integrity at the school.
- stay current with emerging technology.
- provide for a safe and secure learning environment both in the school and online to include “See Something, Say Something” and Dyknow website to monitor appropriate usage.
- resolve academic misconduct.
- organize meetings and trainings with all stakeholders and answer questions as needed.

Teachers will

- implement the school's Academic Integrity Policy.
- teach academic integrity practices reflecting honesty, trust, fairness, respect and responsibility.
- promote a classroom environment that encourages academic integrity and critical thinking.

Parents and Community Members will

- support the ethical values of honesty and integrity.
- share in the school’s effort to enforce the academic integrity policy.
- assist students at home/tutoring with academic integrity practices.

Rights

Everyone has the right to

- a safe, secure environment working with others who demonstrate academic integrity.
- an account within the BCSD network
- access files for which they have specific authorization.

Per the BCSD Technology Acceptable Use Policy

“The BCSD affirms the right of all individuals to be treated with respect and to be protected from intimidation, discrimination, physical harm, and/or harassment. The BCSD is committed to nondiscrimination and equal opportunity for al students, parents/legal guardians, staff, visitors, applicants for admission and employment, personnel and community members who participate or seek to participate in educational programs or activities. Accordingly, the BCSD does not discriminate against any individual on the basis of race, religion, gender, gender identity, sexual orientation, sex, pregnancy, childbirth or any related medical conditions, color, physical or mental disability, age (40 or older) ancestry, genetic information, national origin, or any other applicable status protected by Title VI, Title VII, Title IX or any other local, state, or federal law.”

Student I will statements:

1. I will be prepared by having all assigned work completed. I will cite the sources used for my work. I will not directly copy work and claim it as my own. **(Principled)**
2. I will listen to others when they are talking and respond to them in a respectful and constructive way. I will communicate respectfully both in person and online. **(Communicator)**
3. I will make good use of class time to complete my assignments so I have time outside of school to do the things I want to do. I will use my school computer for schoolwork. **(Balanced)**
4. I will share my thoughts and ideas in class while adhering to the essential agreements we have created. **(Risk-taker)**
5. I will ask questions when I get confused and seek clarification to my questions. If I don't understand how to find information or a website, I will ask for help from a peer or an adult. **(Inquirer)**
6. I will put forth my best effort in all my work. When using the computer, I will only use approved sites. **(Thinker)**
7. My classmates are like a team and I will do my best to work with the members of my team so we can all be successful. I will care for my technology, books and school materials at all times. **(Caring)**
8. I understand I learn best by reflecting on what I've learned. I can use teacher-approved websites to reflect and share my reflections. I will remember to check my sources for validity. I know that some sites have biases and some sites are more reliable than others. (**Reflective)**
9. I will be tolerant and open to the ideas of others in my class. I will always use appropriate words and remain principled online. **(Open-minded)**
10. I will apply my learning to new situations to help me understand information. While using the computer to find information or learn new knowledge, I will only go to sites that are helpful for my assignments. **(Knowledgeable)**

Student Signature_____

Parent Signature_____

Teacher Signature _____

Teaching Academic Integrity Practices Reflecting Honesty, Trust, Fairness, Respect, and Responsibility

Teaching Academic Integrity includes the development of skills to foster understanding as students move from first grade to fifth grade. All teachers will provide instruction to include the following approaches to learning skills. Documentation of explicit teaching related to academic integrity will include the grade level unit planners and teacher lesson plans.

All Stakeholders will:

- support the academic integrity practices reflecting honesty, trust, fairness, respect and responsibility.
- model appropriate behavior pertaining to academic integrity.

Teachers will:

Thinking Skills

- review the school's academic integrity policy with all students highlighting the roles and responsibilities of all stakeholders.
- instruct students on ways to complete their work without cheating or taking ideas from others. (keep eyes to yourself during testing, cite all work, give credit to the person with the idea, etc.)
- inform students and parents of the academic integrity policy to include violations and lost or broken materials.

Research Skills

- provide instruction about plagiarism and collusion using age-appropriate verbiage.
- teach students how to cite documents- moving from basic citations in 1st Grade to full MLA citations by 5th Grade exhibition. This will include creating bibliographies, teaching about plagiarism and using quotations.
- teach students to look for validity in websites by showing how fake websites can look very real, yet contain false information.
- provide students with success criteria and rubrics in order to monitor, document, measure and report on the learning process around academic integrity.

Communication Skills

- deliver direct regular instruction around literacy skills used when working with technology. (instruction provided by classroom teachers, specialists and support teachers; includes reading, writing, listening, interpreting and speaking using a variety of materials-biographies, fiction, nonfiction, journals, newspapers, etc.)
- teach informational literacy skills at each grade level following the standards set by the school district/state/IB.
- teach students how to solve problems on their own, but also understand when to ask for help.

Social Skills

- Instruct students on moral vocabulary so that they understand the five fundamentals of academic integrity-responsibility, respect, fairness, trustworthiness, and honesty. This could include class discussions, vocabulary explorations, age-appropriate wording, etc.
- Encourage students to use these fundamentals during classroom events and instruction.
- Give students opportunities to collaborate on group projects while teaching the importance of all roles within group work.
- Create an environment of mutual respect and understanding.

Self-management Skills

- promote a classroom environment that encourages academic integrity.
- give students agency when writing by allowing them to make choices about materials used for research while also holding to the expectation that credit must be given to the original authors.
- support students in making appropriate choices regarding the assessment environment.
- guide students to see connections between the classroom essential agreements and academic honesty.
- provide guidance on when, where and how to use emerging technologies such as chatGPT and other artificial intelligences.

Policy Violations

Violation of this Policy will be handled in accordance with Beaufort County School District's *Student Discipline Code of Conduct*. If a suspected infraction occurs, the student has the right to meet with the principal or assistant principal. Students will participate in reflection including an explanation for what happened and why it happened, what can be done to fix the problem and mapping out a plan to avoid issues in the future. The goal is to have students take ownership for their decisions and learn to make more informed choices.

Students who need further support in regard to academic integrity will work with the Media Specialist and administration to determine disciplinary repercussions. These include but are not limited to:

- Redoing work for partial credit
- Suspension of network, technology, or mobile device privileges
- Notifications to parents
- Technology contract
- Suspension from school and school-related activities
- Legal action and/or prosecution

Resources

From Principles to Practice: Learning, Learning and Teaching, The Learning Community
IB Standards and Practices
The role of ICT in the PYP (June 2011)
Academic Integrity Policy (IBO, 2023)
Beaufort County School District Technology Acceptable Use Policy (Administrative Regulation OS-39, May 2023)
Policies from other IB schools to include Hilton Head Island Middle and High School, Shaker Heights City Schools, Daystar Academy, Anne Arundel County Public Schools, and Hephzibah Elementary School were referenced as examples.

Policy Review

This policy is reviewed in the fall and spring each year. Updates to the current policy were made to reflect missing requirements and shared with stakeholders for input. Each year, the policy is reviewed to make sure it reflects the IB and District acceptable use policy as well as current emerging technologies.
Updated by the Committee Review 5/8/2024;
Shared and approved with all community members 5/14/2024

Committee Members

Beth Minton(Media Specialist), Caroline Shriver, Natalie Courtney, Lisa Sturman, Judy Kennedy, Jaime McGrath, Nora Lomasney, Emma Malinoski, Rebecca Shupp, Diana Andrews Karen Perdue, Cassandra Ryman,