



Hangzhou International School

Academic Integrity Policy Guidelines and Practices

Purpose and Philosophy

As described by the IB Learner Profile HIS learners are developing into “inquiring, knowledgeable and caring learners who contribute positively to their communities.” Opportunities to read, write, consider and create are a daily occurrence. Drawing upon a foundation of collaborative information and ideas HIS learners build and voice their own understandings and express new ideas in their own unique perspective. These guidelines are intended to educate learners in the ethical effective use of the resources available to them as they make their own contributions to the HIS community and beyond.

We are committed to the practice and education of academic integrity in all aspects of teaching and learning. The work of all HIS stakeholders will be consistent with the IB Learner Profile, the guidelines outlined by IB and the HIS Academic Integrity Policy Guidelines.

Statement of Policy

The academic program of HIS is rigorous and often encourages independent inquiry-based learning. Learners of HIS are encouraged to pursue their own authentic thoughts and ideas and add credibility to their work by giving credit and properly citing sources where appropriate. In this environment, academic integrity and the trust it engenders is a core value of the community.

The school administration will publish Academic Integrity Policy Guidelines and ensure that faculty and learners develop an understanding of what constitutes academic integrity and malpractice, procedures and consequences associated with misconduct, and roles of parents and faculty in upholding expectations of academic integrity at HIS.

Academic Integrity Code

I understand that HIS values authentic academic work that holds learners accountable for the integrity of the product they submit. This includes, but is not limited to, postings, assignments, exams, projects and essays. I understand it is my responsibility to know the HIS Academic Integrity Guidelines' expectations and submit work representing my best efforts. Where I have used the words and ideas of others, including AI software, I have quoted or paraphrased, and given credit according to the guidelines in this policy.

Policy Guidelines Review

The policy guidelines are a living document, and all stakeholders have ongoing opportunities to engage with its principles and practices and provide feedback. The Academic Integrity Policy and corresponding guidelines are subject to full review by a focus committee as part of the self-study process every three years or more frequently as needed.

Academic Conduct

Appropriate academic conduct requires learners to draw on a growing body of information and ideas for knowledge, foundation, and inspiration while generating their own original products. Learners are encouraged to use feedback as a constructive opportunity for continued growth. Academic misconduct is behavior, whether deliberate or inadvertent, that may result in the learner, or any other learner, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another learner is also regarded as academic misconduct. This behavior limits the opportunity for learning and growth for all involved.

These behaviors may include, but are not limited to:

- submitting work not performed by the learner.
- submitting work that reflects the original ideas and/or writing of another peer, tutor, parent, AI software, or any other source besides that of the learner.
- Plagiarism of any form such as copying from websites and not citing other's ideas
- using translations from internet applications to produce work in the language of instruction. ^{[[L]]}_{[[SEP]]}
- falsifying data to be analyzed as part of an original investigation. ^{[[L]]}_{[[SEP]]}
- allowing or assisting others to copy work
- tolerating academic misconduct in others and not reporting.

- not citing the sources and use of artificial intelligence (AI) software to edit, write and support research. (* see IB guide page 54)

Academic Conduct	Academic Misconduct
Crediting sources Ideas, information, and images created by others are explicitly cited using a standard convention that allows the audience to easily locate the original sources.	Plagiarism The representation, intentional or unintentional, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. <i>Example:</i> Making use of a good idea from a source without naming the original author and referring the reader to the source.
Collaboration When appropriate to a given task, learners work together as a team, discussing and clarifying their ideas, assisting each other to understand material, workshopping their writing, and so forth.	Collusion Supporting academic misconduct by another learner, for example, allowing one's work to be copied by another: <i>Example:</i> Letting a friend copy homework to be submitted in their own name.
Original Work Each assignment is a new opportunity for learners to move forward with their learning and produce work at a new level.	Duplication of Work Submitting the same work, even if it is original work by the student, for multiple tasks or in multiple courses. <i>Example:</i> Submitting the same piece of writing for assessment in both History and English.
Examination Conditions Learners sit for exams individually and quietly, prepared with writing instruments and formally authorized reference materials only.	Misconduct During an Examination Taking unauthorized material into an examination, behavior that disrupts the examination or distracts other students, or communicating with another student. <i>Example:</i> Accessing the internet during an exam.

Categories of misconduct in this table are taken and adapted from International Baccalaureate Organization, *Academic Integrity*

International Baccalaureate Organization: Intent Defined

“The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Learners should know how to indicate and cite material that is not their own. Learners are also expected to follow the rules of acceptable behavior in the exam room and around the time of the examination. For these reasons, a student’s intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme. Be aware that a breach of IB regulations will have serious consequences.” (Academic Integrity in the Diploma Programme, 2014, IBO)

HIS Specific Practices and Expectations

Student responsibilities. The school expects learners to work together and to help each other learn. Additionally, the school encourages a classroom environment in which the ideas of learners are valued both by the teacher and by fellow learners. Any tasks and assessments are intended by the teacher to be completed independently and students are expected to submit their own authentic work. Learners who copy information from another student, or who in any way present work or ideas as their own when the work is not theirs, have violated the code of academic integrity.

ECE

- Students should be principled (honest and true) when doing their work and report when other students are not acting principled when tasks are being done.

Grades 1 – 3

- Lower elementary learners are being made aware of academic integrity in class and during workshops with specialists.
- Learners have lessons on crediting sources and expectations on naming sources from grade 1 in differentiated levels.

Grades 3 - 5

- By grade 5, learners are expected to provide in-text citations of each of their sources using the MLA formatting.
- Learners use the MLA formatting guidelines provided by the school. Learners are encouraged to use online citation-generation tools recommended by the school, such as citeme.com, mybib.com, etc.
- Learners should act in a manner that is consistent with the HIS Academic Integrity Policy and corresponding guidelines.

Middle and High School

In Middle School and High School learners:

- understand the penalties for plagiarism.
- use the MLA formatting guidelines provided by the school. Learners are encouraged to use online citation generation tools recommended by the school, such as citeme.com, mybib.com, etc.
- include Works Cited (MLA) page with any task or assessment that draws on sources.
- cite the work of others, whether quoted or paraphrased, or enhanced with AI tools using the most current MLA format. [SEP]
- effectively use direct quotations if statements are not rephrased into their own words.
- are expected to provide in-text citations of each of the sources used in their written work.
- respect the concept of intellectual property for non-textual sources.
- conduct themselves appropriately within a testing environment.
- act in a manner that is consistent with the HIS Academic Integrity Policy and corresponding guidelines.
- seek clarity from teachers in the event of any confusion regarding academic honesty.
- support other learners by advocating Academic Integrity.

Teacher responsibilities:

Lower School:

ECE

In the ECE teachers:

- make sure that the daily curriculum includes constant reminders to do their own work and not to copy their peer's work.
- include a lesson, connecting to the author and illustrator of a book, to share and teach the concept of not using somebody else's work.

Grades 1-5

In the Lower School teachers:

- make lower elementary students aware of plagiarism. Students are expected to provide in-text citations of each source by grade 4/5.
- provide learners with lessons on crediting sources and expectations for naming sources from grade 1 in differentiated levels.
- help learners become familiar with using free online MLA citation generators.

Upper School

In Upper School teachers:

- establish the expectations and practices of providing MLA citations for all sourced references from middle school.
- provide clear guidance to learners on subject-specific academic writing and use of the most recent subject-specific style guide, for example, MLA 9th Edition.
- provide learners with the MLA formatting guidelines in a PDF document.
- help learners become more familiar with using free online MLA citation generator tools, such as cite.me, easybib.com.
- ensure that all externally evaluated IB assignments and internal assessments will be completed using MLA formatting.
- ensure that every course taught includes at least one assessment task per year, requiring the effective use of research skills and/or sourcing citations.
- act in a manner that is consistent with the HIS Academic Integrity Policy and corresponding guidelines.
- have access to Turnitin software on Managebac to check learners' work for unoriginal content.
- provide clear guidelines for group and collaborative work, so that learners avoid collusion, ensuring fair assessment.
- confirm that all work accepted for assessment is the authentic work of that student.
- educate learners to understand the penalties for plagiarism.
- report all incidents of Academic Misconduct to the divisional principal using the online Academic Infraction incident log.

Identifying Academic Misconduct: [L] [SEP]

Teachers use professional discretion to identify work of concern and must provide evidence in supporting that concern. Such evidence might include:

- Examples of student work showing an unexplained “jump” in apparent quality. This “jump” in quality can be explained / or is suspected to be associated with external help, such as but not limited to the use of AI tools, peer help, tutor help to enhance writing quality, editing, and research, without acknowledging these sources with credible citations.
- Inconsistencies between knowing, understanding, and skills demonstrated in daily learning activities and on assessment tasks.
- Lack of notes, plans, process journals, drafts, or other evidence of the student’s scholarly process.
- Reports from a plagiarism detector such as Turnitin.com.
- Confidential written/verbal reports from other learners or peers, that the work is not the original work of the student. Suitable evidence would have to be provided.
- The student does not provide a list of works cited, bibliography or list of references.

Professional judgment, not admittance of guilt is the basis for whether the Academic Honesty Policy Guidelines have been breached.

School responsibilities:

The school will:

- devote time to specific activities that promote student awareness of academic integrity, specifically by allowing learners to create scenarios, principles, and consequences applied that are appropriate for grade level understanding. [L] [SEP]
- promote and publicize the HIS Academic Integrity Policy Guidelines.
- facilitate sessions, for students, addressing academic integrity every semester. These will cover grade and subject level appropriate information regarding correct documentation of the ideas of others, attribution, respect, and learner understanding regarding HIS and IB policies. [L] [SEP]
- require that all teachers incorporate the explicit teaching of appropriate academic conduct and practices: offer professional development for all teachers (new and returning) with respect to IB and HIS Policies regarding academic integrity during annual teacher orientation. Professional development should include providing teacher training on MLA format and styling, including the use of online citation tools such as citeme.com, mybib.com.
- provide ongoing training for teachers when required regarding the understanding of the HIS Academic Integrity Policy Guidelines and the use of plagiarism detection tools.

- monitor subject overviews in Upper School to ensure that every course, subject and grade level includes a minimum of one assessment task per year that requires explicit teaching and effective use of research skills and/or source citation.
- monitor grade-level overviews in Lower School to ensure that every class includes a minimum of one assessment task per year that requires grade-level appropriate research skills and/or source citation.
- ensure all teachers include the Academic Integrity Code in each class.
- hold a seminar for parents on academic integrity to promote awareness and the need to reinforce behaviors and values with their children.

Guardian responsibilities:

Learners may seek advice from a parent, tutor, family members, chaperone, or other adult advisor in understanding an assignment or in solving a problem. Guardians and learners should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, guardians who help children with homework should ensure that the student is able, after receiving help, to solve the problems or do the work independently. Learners must have full ownership of their work and be confident in explaining every aspect of their process.

Appropriate guardian support may include:

- collaborating with the learners to find and identify appropriate sources of information and ideas.
- assisting learners in identifying and citing sources of ideas and information. ^[L]_[SEP]
- discussing sources with learners and helping to identify key information and ideas.
- asking open-ended questions to encourage learners to go further in their critical thinking.
- working with learners on the self-management of schedules and organization of ideas.

The following are examples of types of support that are NOT acceptable: ^[L]_[SEP]

- encouraging the use of AI as an editing, writing and research support tool, without acknowledging the source in citations.
- writing text or taking dictation on behalf of the student. ^[L]_[SEP]
- completing a project on behalf of the student.
- revising a student draft to correct/change content, usage, and style.
- providing learners with additional information or ideas without an appropriate academic source.
- selecting and using content from sources without collaborating with the student.
- purchasing writing from a consultant. ^[L]_[SEP]

Consequences of Academic Misconduct

Academic integrity is required at HIS. Where misconduct is suspected, teachers will meet with the learners in person, express their concerns and give learners the opportunity to provide additional evidence of their work's originality and integrity. In the event that a learner is shown to be dishonest, one or more of the following will occur:

Lower School

Academic integrity infractions will be treated as learning opportunities, and the teacher should work with the learners to ensure that they understand the standards and have opportunities to practice them.

- The homeroom teacher or specialist subject teacher will review the school's academic policy with the student in child-friendly terms and remind them of the importance of academic integrity.
- The student will have the opportunity to repeat and resubmit the task or assessment. Parents will be digitally informed of the incident.
- If there is a second incident, a parent meeting will be held with the homeroom teacher, and specialist teacher if applicable. The grade-level SST specialist will be informed of the incident.
- After the third incident, a parent meeting will be held with the homeroom teacher, and specialist teacher if applicable, the grade level SST specialist, and an ECE/PYP administrator.

Upper School

In Upper School, all instances of academic dishonesty will be recorded using an academic integrity incident log which will be reviewed each time an incident of academic misconduct is suspected. The US principal is responsible for keeping track of this information.

Procedures and Consequences - MYP 1-3 (grades 6-8)

Students will be asked by the subject teacher if they have infringed on academic integrity.

- If the answer is yes, they are asked about the nature of the source.
- If the student denies that they received external help, the evidence is presented to them.

The first offense is a teachable moment. These steps will be taken:

- Students are reminded of the definition of misconduct
- They are asked to repeat the assignment
- The Middle Years Programme Coordinator is informed
- A behavior note is documented by the teacher
- Parents are informed by the teacher

In the case of students who repeat these offenses, these additional steps will be taken:

- The student will be seen by the Upper School Principal/ Vice-Principal for further disciplinary actions

- The parent and advisory teacher will be informed

Procedures and Consequences - MYP 4 & 5 and DP (grades 9-12)

Violations of academic integrity are “counted” cumulatively throughout a student’s high school career at HIS.

Level One: Level One defines what happens when a student is first discovered to have violated academic integrity.

- The teacher suspecting misconduct in a piece of work will speak to the student at an opportune and private moment to ascertain if misconduct/plagiarism has taken place.
- The teacher will clarify with the student how to source correctly, and the student will be allowed by the teacher to rewrite the work or be given an alternative assignment to be assessed as normal.
- The teacher will inform the Programme Coordinator, record the incident (and check for previous violations, if present, go to Level Two below), and inform the parents/guardians of the incident and the consequences.
- HIS keeps a record of all academic integrity violations to cross-reference with reports submitted.

Level Two: Level Two is for a repeated violation of academic integrity. The occurrence of a second or further reported incident of academic integrity violation (not necessarily from the same teacher) results in more serious consequences.

- The teacher will provide a report (verbal or written) and evidence of the misconduct to the Programme Coordinator.
- The Programme Coordinator will investigate the concern and interview the student.
- Should misconduct be confirmed, the student will be referred to the Upper School Principal/ Vice-Principal for follow-up per the Positive Behavior Guidelines
- Parents will be informed.
- Repeated incidents of academic integrity may suggest a student needs to be removed from a course of study, up to and including the IB Diploma. Very serious infractions may also result in suspension per the Positive Behavior Guidelines.

Rights of the Learners

Learners have the right to invite a guardian or advisor to any teacher conference. They have the right to appeal any decision by a teacher to the principals. Charges of academic misconduct may be appealed to the teacher, the corresponding IB Coordinator/vice principal and divisional Principal. With regards to instances of misconduct in internal or external assessments within the IB, the IB Coordinator will ensure that the school responds in full compliance with the IB Guidelines on Academic Integrity and that learners are aware of the IB Academic Integrity Policy.

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