



Rockridge Secondary Academic Integrity Policy

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work."¹

Philosophy of Academic Integrity

As information and original works are increasingly readily available for download and reuse, we believe that our students must be confident in using others' works and ideas in a way that credits and honours the intellectual property of others. To this end, academic integrity ensures that collaborative work is carried out with the academic respect it deserves. However, the practices of academic integrity are not intuitive and can be quite technical. Therefore, we have a responsibility to guide our students in learning these skills and practices.

Just as academic integrity is a core value of the Rockridge community, so too is it central to engaging in independent, creative thought and self-expression. Academic integrity is also a key component of the IB MYP Approaches to Learning and Learner Profile.² As such, Rockridge endeavours to create a culture of honesty and integrity in our community, both academically and in how we develop as individuals. We strive for the following skills:

- **Communication (Communicators):** To understand and express ideas confidently and creatively.
- **Thinking (Thinkers):** To exercise initiative in applying thinking skills critically and creatively.
- **Research (Inquirers):** To acquire the skills necessary to conduct inquiry and research, and to show independence in learning.
- **Self-management (Principled):** To act with integrity and honesty, and to take responsibility for our own actions.
- **Social (Open-minded):** To seek and evaluate a range of points of view.

Defining the Terms³

- **Academic Integrity:** a choice to act in a responsible way whereby others can trust that we are producing legitimate, authentic, original and honest work
- **Academic Misconduct:** deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining unfair advantage⁴ in one or more components of assessment; this also includes behaviour that may disadvantage another student
 - Examples of academic misconduct include, but are not limited to: cheating of any sort, assisting someone else to cheat, plagiarising, handing in another student's work as your own, copying and/or allowing someone to copy work for evaluation, handing in material downloaded from the internet, and using artificial intelligence tools for work without citation

¹ "Academic integrity policy." *International Baccalaureate Organization*, 2023, p. 3.

² "IB learner profile." *International Baccalaureate Organization*, 2013.

³ "Academic integrity policy." *International Baccalaureate Organization*, 2023, pp. 3-6.

⁴ "MYP: From principles into practice." *International Baccalaureate Organization*, 2022, pp. 121-34.

⁴ Using task-specific clarifications, the teacher (or organization in the case of external assessment) will determine what constitutes fair behaviour in any particular context.

- **Authentic Authorship:** the author named in the submitted assessment task is the creator of the work
- **Plagiarism:** the representation, intentionally or unintentionally, of the ideas, words or work (including translated materials, ideas and images) of another person or artificial intelligence without proper, clear and explicit acknowledgement; plagiarism constitutes malpractice, regardless of whether or not it is intentional

Examples of malpractice include, but are not limited to:

- **Collusion:** helping another student to be academically dishonest, such as by allowing one's work to be copied or submitted for assessment by another student or providing another student with material for submission
 - Note: collusion is in contrast to **collaboration**, an acceptable practice where students work cooperatively to share ideas and information with the consent of their teacher
- **Duplication (Self-Plagiarism):** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved
- **Examination Cheating:** communicating with another student during an exam, taking unauthorized material into an exam room and consulting such material during an exam
- **Falsification of Data:** fabricating or altering data rather than collecting authentic data
- **Intellectual Property:** creations of the mind, such as inventions, literary and artistic works, designs, symbols, names and images used in commerce; under copyright law, authors, artists and other creators hold the exclusive right to use or authorize others to use their works on agreed terms

Roles and Responsibilities

- **Administrators:** The school administration will ensure that the Protocol for Academic Misconduct is implemented to promote academic integrity.
- **Librarians:** Teacher-librarians will play an essential role in helping students to develop their information literacy skills. This can include the facilitation of informational sessions in the Learning Commons or supporting teachers in the creation of lessons and units wherein research skills are required. Relevant resources will be shared via the library website for the ease and use of the school community.
- **Teachers:** Teachers, in collaboration with the teacher-librarians when relevant, will guide students in practicing the skills of academic integrity. This can include guiding students on how to take notes, produce outlines, save drafts, document sources and create original work. Teachers will also provide task-specific clarification of assessment requirements when necessary.
- **Students:** Students will demonstrate academic integrity by creating original work, and will seek clarification if they are unsure of how to create original work or cite sources correctly. They will respect the school's Academic Integrity Policy, including the Protocol for Academic Misconduct.
- **Parents:** Parents will be encouraged to read the school's Academic Integrity Policy so that they can support their children when completing tasks outside of school. If instances of academic misconduct occur, parents will be notified and will be expected to respect the school's Protocol for Academic Misconduct.

Artificial Intelligence (AI)

We recognize that artificial intelligence is at the forefront of technological innovation, and that students need to be able to adapt to the ever-changing landscape of AI tools. Therefore, it is imperative for us to help students understand how to use this new technology in an ethical, effective and safe manner that upholds the principles of academic integrity.

To this end, AI tools must be cited when used, and should support a student's learning rather than do the work for them. Students may only use AI when they are given explicit instructions to do so from their teachers. However, the degree to which a teacher engages with AI will vary depending on the task, class and subject. Students must adhere to the guidelines outlined by their teachers for each specific task, with the expectation that teachers will also be clear when outlining when it is, or is not, appropriate to use AI.

Further guidance on the ethical use of AI can be found on our school, library and district websites.

Protocol for Academic Misconduct

As a learning community, we acknowledge that education is the first step in encouraging our students to uphold the principles of academic integrity. With appropriate guidance and modelling, we hope that students will be emboldened to act responsibly, such that they will produce authentic, original and honest work.

Students are expected to be familiar with, and well-versed in, the school's Academic Integrity Policy. However, should academic misconduct occur, the school will implement the following protocol:

1. **First instance of academic misconduct:** The student will receive a verbal warning from the subject teacher. Prior to notifying the student's guardian(s) of the misconduct, the teacher will meet with the grade-level administrator to discuss the incident and add the student's information to the in-house document.* The teacher will then inform the student's guardian(s) of the misconduct via email (with the administrator CC'd). At the teacher's discretion, the student may be given an opportunity to receive a passing level for the task.

* Administrators, teachers and counsellors will share a network-restricted, in-house document that tracks cases of academic misconduct. The document will function as a living record of a student's misconduct(s) and their ongoing development towards demonstrating academic integrity. Instances of misconduct will be carried over from year to year, such that the document will reflect a student's record over their five years of schooling.

2. **Second instance of academic misconduct:** The student will receive a written warning, which will be emailed to the student's guardian(s) by an administrator (with the subject teacher CC'd). The in-house document will be updated to reflect the student's second instance of misconduct. The student will not receive a passing level for the task.
3. **Third instance of academic misconduct:** The student will have an in-person meeting with an administrator, their guardian(s) and subject teacher (if necessary) to discuss the student's collective instances of academic misconduct. The in-house document will be updated to reflect the student's third instance of misconduct.

The student will not receive a passing level for the task, and they will be notified that they will be on **academic probation** should further misconduct occur.

4. **Academic Probation:** After three instances of misconduct, a student will be placed on academic probation. Academic probation will be discussed on a case-by-case basis in conjunction with the administration. It can include limiting the student's access to courses and programmes (e.g. Advanced Placement, STEM, Premier Academies), extracurriculars (e.g. sports teams, clubs, field trips), reference letters, as well as ineligibility for Honour Roll, awards and scholarships.

Policy Review Process

Our Academic Integrity Policy is a living document. We will review the framework annually to ensure that the policy continues to reflect an awareness of how new technologies may impact the practices of academic integrity. The review process will involve Administrators, MYP Coordinators and Teacher Leaders; Departments and District Leaders may also be consulted.

Last updated October 2024 by Administrators and MYP Coordinators, with feedback from the District Vice-Principal of Innovation and Technology, Teacher Leaders and Departments.

References

- "Academic integrity policy." *International Baccalaureate Organization*, 2023, https://resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf. Accessed 23 October 2024.
- "IB learner profile." *International Baccalaureate Organization*, 2013, <https://ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>. Accessed 23 October 2024.
- "MYP: From principles into practice." *International Baccalaureate Organization*, 2022, https://resources.ibo.org/data/m_0_mypxx_guu_1405_10_e.pdf. Accessed 23 October 2024.