



Academic Integrity, Contract and Consequences

Academic Integrity

The shared values of all members of the Keystone Academy community – students, parents, teaching and support staff – remind us that we agree to “act in ways that show respect, compassion, and consideration for others.” These core values, rooted in the Confucian Tradition, call us to become our best selves. Academic work affords us the opportunity to develop not only our knowledge and perseverance, but to embody our community’s values of *Li* (Respect 礼) and *Xin* (Honesty 信) in very practical ways.

Keystone’s policy on Academic Integrity supports the growth and learning of students, and the cohesiveness of the academic community. We believe that upholding the highest standards of academic honesty and integrity is the work of the whole school, including teachers, library staff, parents, students and administrators. This document outlines the complementary roles and responsibilities that each group has in order to ensure:

- That students understand clearly the importance of academic honesty, and are equipped with the tools necessary to produce academic work of high caliber;
- The integrity of the Keystone community, and the development of the character of individuals who comprise it.

A Definition of Academic Integrity

To act with Academic Integrity is to produce schoolwork that is authentically your own, while also acknowledging the contributions and ideas of others.

Students and teachers alike create original work, often in collaboration with others, and always in conversation with ideas, concepts and forms that have come before. We often take in information and apply ourselves earnestly to practice that information (*lianxi*) as the first step in developing deep and refined mastery (*jing*). Over time, we develop insight that combines our own response to material with that of previous thinkers, our classmates and our teachers.

The greater Academic Community of which Keystone is a part demands that students, in all their work, honestly represent their *own* achievement in mastering material, and acknowledge forthrightly where and when they are building on the ideas of others. This virtuous honesty (*xin*) is at the heart of the academic notion of *integrity* - to show *outwardly* understanding that one has worked to develop *internally*, and to give due credit and respect (*li*) to those who have collaborated in that process. Academic work is not only about knowing things: it is also about becoming a good and wise person.

Examples of Academic Malpractice

Schools are demanding environments. We all are busy, and we all want to do well. The Internet has made resources more readily available to us, and students can often feel pressured to attain high achievement in every facet of their lives. These facts, together, can conspire to create situations where a student may be tempted to cut and paste material from a website into a paper without proper citation, or glance at a classmate's work – any number of shortcuts that attempt to display outwardly what is not yet possessed internally.

Academic Malpractice includes, but is not limited to

1. **Cheating and Collusion**
 - a. Giving or receiving information about the content or format of a quiz or test in advance, or giving or receiving answers during a quiz or test
 - b. Attempting to gain unfair advantage by referring to notes, outlines, calculators, translators, etc. during quizzes or tests, unless explicitly allowed by your teacher
 - c. Allowing one's work to be copied or submitted for assessment by another student
 - d. Having someone else do work assigned to you
 - e. Allowing outside tutors to alter substantially the content and quality of your written work without explicit communication with the teacher
 - f. Using a calculator, translator, or other electronic device in a manner inconsistent with your teacher's directions
2. **Plagiarism**
 - a. Knowingly submitting the ideas or work of others as your own and without proper citation
 - b. Paraphrasing extensively without proper attribution and citation
3. **Duplicating work**
 - a. Presenting the same, or largely the same, work for credit or as ungraded homework in different classes

Keystone classrooms are supportive environments, and we urge students to communicate openly and honestly with their teachers when they do not feel prepared for assessments or are unable to meet deadlines. We want our students to develop their academic knowledge and skills in ways that also develop their good character. Acknowledging a temporary deficiency, accepting a relatively minor consequence, and trying harder next time is much better than showing disrespect for the learning process, one's peers, and the teacher.

Roles and Responsibilities: A partnership of the whole community

Keystone Classroom Teachers:

- In their written course overviews and in classroom discussion, teachers are explicit about their expectations for academic honesty and what that looks like in their subject area. Those expectations are shared among colleagues, and clearly communicated to students, parents, and administrators.
- Teachers model good practice in citation and attribution in the preparation of class materials, and they instruct their students in these techniques.

- Teachers are consistent in their expectations of academic integrity for all elements of coursework, including homework, tests, papers, and presentations.
- Teachers address issues of academic malpractice in a forthright and timely manner.
- Teachers remain open to conversations with their students about course expectations and deadlines, establishing a supportive classroom dynamic along with maintaining high expectations.
- Teachers will work with students work to develop shared understandings about cheating, plagiarism, and other instances of academic malpractice.
- Teachers educate students carefully on matters of academic honesty, including engaging students in activities that clarify what constitutes plagiarism and how to avoid it and about the difference between authorized collaboration and illegitimate collusion.

Keystone Library Staff:

- The library staff collaborates with classroom teachers to develop research strategies and citation skills appropriate to each discipline area.
- The library staff engages in a partnership with classroom teachers to develop, clearly communicate and support expectations of academic integrity.

Keystone Parents:

- Parents talk with their children about the implications of academic integrity, and encourage their children to do as much homework as they can on their own and to express themselves in their own words.
- Parents clearly communicate with teachers if they give substantial assistance on a homework assignment.
- Parents allow their children to make mistakes, to find their own voice, and to struggle with academic work: this is the process that results in deep and abiding learning.

Keystone Students:

- Ask questions of their teachers, librarians, and parents if they are unsure of citation requirements or their responsibilities as members of an academic community.
- Accept that academic work is often difficult, and that struggle and perseverance is central to the development of their understanding and their character, even if it does not result in the grades they had hoped for.
- Attempt to plan their homework time and schedule in such a way as to avoid coming up short on preparation time.
- Refrain from any form of academic malpractice, even when they feel under pressure.
- Never put classmates in the compromising position of having to “look the other way” or ask them to provide answers.
- Communicate honestly and openly with parents and teachers when they are not prepared.

Keystone Administrators:

- Ensure that expectations for Academic Integrity are shared, and consistently applied, among all teachers.

- Ensure that expectations of academic honesty and citation requirements in individual courses are clearly communicated to students and parents.
- Communicate in a timely manner with parents, students, and the teacher when an incident of academic malpractice arises, including the process for a formal school response.
- We adopt the **Modern Language Association (MLA) style, American Psychological Association (APA) style in grade 10, 11 and 12 and the Chinese citation** of citing reference materials unless otherwise stated by the teacher.

If a student is suspected of academic malpractice, as described above, teachers have a duty to make a brief investigation, and report the incident to her or his division head, who will investigate further. If an incident of plagiarism, cheating, collusion, duplication of work, or other academic malpractice is substantiated, the student will be subject to the school's disciplinary process and academic sanctions, as outlined in the Keystone Community Handbook.

A last word

Keystone Academy is about learning. We make this policy statement in support of students and their development, both in the classroom and as members of a community. It is a statement about trust, high expectations, and the structures that lead to student success, rather than mistrust and punishment. Ensuring Academic Integrity is a collaborative effort, and vitally important to the young people who live and learn within our walls. The success of one is the success of us all.

Consequences of Academic Malpractice at Keystone Academy

In cases of academic malpractice, a student record will be kept and the following steps will be taken.

Formative Assessment:

If academic malpractice is discovered in a formative assessment, the teacher will direct and guide the student(s) to help them develop skills and have a better understanding of the need for academic integrity. The teacher and Grade Level Leader (GLL) will track all academic malpractice in formative assessments in Managebac. This record will be considered in the application of consequences of future incidents.

Summative Assessment:

If academic malpractice is discovered in a summative assessment, the consequences will be cumulative.

All students in the IBDP will sign a statement of authenticity for all final submissions involving external assessments. In such cases, the following consequences do not apply and the student will be subject to IB disciplinary measures that may compromise the awarding of the IB Diploma.

First Instance

1. Where a teacher suspects that a student may have breached The Academy's standards

of academic integrity, he or she will inform the relevant GLL and IB Coordinator(s). After the teacher interviews the student, the teacher makes a record of the incident and shares the information with the GLL;

2. The assessment will be given a zero until the work is revised, according to a timeline set by the teacher;
3. A reflective conversation will take place between student and the Advisor;
4. Criterion levels and grade might be appropriately adjusted after the work is revised.

Subsequent Instance

1. When the teacher and/or GLL confirms that a student has breached The Academy's standards of academic integrity again, he or she will inform the GLL and IB Coordinator(s);
2. After the case has been reported, IB Coordinator(s) and Dean of Students will convene a student meeting. The meeting's goals are to understand better the circumstances regarding the case of academic malpractice and to help inform a subsequent meeting with parents;
3. IB Coordinator(s) and Dean of Students send a notification home to parents (copied to Advisor and GLL);
4. The assessment will be given a zero until the work is revised, according to a timeline set by the teacher;
5. Criterion levels and grade might be appropriately adjusted after the work is revised;
6. Student completes a written reflection and shares it with the Advisor;
7. A meeting is held with student, parent and Dean of Students (and others as necessary) to discuss the consequences and implications of further instances of academic malpractice.

Further Instance

After steps 1-3 are completed, a discipline committee will deliberate and make a recommendation to the Head of School and Division Head. The Head of School will make the final decision and consider the appropriate next steps for the student, and if necessary, their continuation in the IB Programme. Information regarding the outcome of the process will be shared directly with the parents, the Advisor and the student.

Other policies related to Academic Integrity

The Academy's duty to report violations of major school rules to colleges & universities

“Keystone, in its admission process, asks candidates to disclose if they have been involved in any disciplinary issues at their current schools. Most English-Language Colleges and Universities have a similar process. If you have been caught violating a Major School rule, it will be quite intimidating to admit your mistake on a College admission application. It has been our experience, however, that “honesty is the best policy” when it comes to past discipline and college applications.

We say this for a number of reasons:

1. Colleges and Universities very often ask school officials if applicants have been involved in disciplinary action related to major school rules. If asked, consistent with Keystone's statement of community values, we have a *duty* to be truthful in our relationships with colleges and universities. We need to be in fact who we say we are in print.
2. In the same way that Keystone officials must be forthright in their relationships with other institutions, we hold the same expectations for our students and parents in all their communications with Colleges.
3. Often, the manner in which a student *responds* to a violation of a Major School Rule and our discipline process – the learning and growth that occurs when a student owns up to their mistake and makes modifications in their behavior – can be a significant *positive* factor in a college application. As we often say, Keystone Academy is about learning. Not all learning takes place in the classroom. College admission offices are interested in the whole person, not just a set of grades or test scores.

Your reputation and integrity are key elements in your strength as a person. The worst-case scenario is when a student does not disclose a major disciplinary action, and the College asks and finds out from Keystone officials that the reality is different from the application. This is very damaging to a student's chances for admission. It is far better – indeed, the *right* thing to do, not only the most “effective” thing to do – to remain steadfast in your integrity, disclose a mistake and tell the College how you learned from that mistake. Your advisor and college counselor will provide support in this process”.

Honesty & personal integrity

“Our community is based on integrity and trust. Students are expected to tell the truth at all times, to represent themselves honestly and to respect Academy policies and procedures. We believe that each student knows right from wrong and must act in a manner that is self-governing”.

Keystone Academy Academic Integrity Contract

1. I have read the section about academic integrity and honesty as explained in the Community Handbook and understand what academic integrity and honesty is.

2. I understand that it is that it is the expectation that I seek guidance from my teachers, advisors or others when I need clarification, an extension

3. I will not copy others' work, in whole or in part, and claim it as my own. I understand that this is academic malpractice.

3. I will not share my assignments with other students. I will not discuss test questions and answers with students who have not taken the test. I understand that this is considered collusion and is also academic malpractice.

4. During a test, I will write my own work. I will not use outside information on tests, such as notes or textbook, without the express permission of the teacher. I understand that this is academic malpractice.

5. I will not plagiarize. I know that plagiarism is using words or ideas of authors in my work without giving those authors credit. I understand that this is academic malpractice.

6. I understand that copying an author's words and making minor alterations (just changing a few words) is also plagiarism. I know that paraphrased text must include citations and sections of text copied word for word must be referenced clearly and accurately. I understand that making minor alternations to others' work is also academic malpractice.

I have read the school's policies on academic integrity, reporting rules violations to colleges, and personal integrity. I agree to abide by the rules stated in those documents, and those stated on this page, above.

Student Name (Print):

Date:

Signature:

April 2016

I have read the school's policies on academic integrity, reporting rules violations to colleges, and personal integrity. I will support academic honesty at Keystone Academy.

Parent Name (Print):

Date:

Signature: