



Learning Behavior Policy

Latest Review: October 2023

Review cycle: 3 years

Next Review: October 2026



Wellspring Learning Community

Learning Behavior Policy

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Related Policies:

Guiding Statements

Student Handbook

Academic Integrity Policy

Bring Your Own Device Policy

Wellbeing Policy

Approvals - names and signatures:

Chairperson of the Board

Head of School

Wellspring Learning Community

Learning Behavior Policy

Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Philosophy

Behavior management is developmental and is an integral part of the holistic education that Wellspring provides its students. The adopted behavior management approach is aligned with Wellspring values, IB student learner profile, Approaches to Learning Skills (ATLs), Wellspring's wellbeing policy and the school-wide social-emotional learning curriculum. Modeling, proactive strategies, positive reinforcement and celebration of good behavior help students learn self-regulation as they grow in a safe, positive, and respectful environment. Wellspring's behavior philosophy is that each staff member is responsible for modeling the appropriate and desired behavior and reducing the undesired behavior. This aims to establish a community whereby the students are held accountable for their actions. They will attain self-discipline and learn to act in a manner that aligns with the school's mission, vision, the IB learner profile attributes, and the three B's of "be respectful, be safe, and be responsible". The end goal is for the students to evolve and grow to eventually become the balanced, empathetic global leaders of tomorrow.

Rationale

Wellspring's learning behavior policy sets the guidelines to ensure an atmosphere that is optimal for the learning and socio-emotional growth of students.

Wellspring educators have the responsibility to form, support and redirect students through an approach to discipline that is **positive and preventive (proactive)** and that intervention, when necessary, is restorative and progressive. This approach fosters a positive school and community atmosphere and nurtures an environment for all students to grow as productive citizens. **Restoration** sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions. The aim is to repair the harm, reinforce positive behavior, and maintain a productive learning environment. To discourage repetitive misconduct, the school then applies **progressive** discipline. Recognition of effort and progress is essential in student character building and adds to their positive experience at Wellspring. The HOS or principal can issue a merit/positive behavioral remark whenever appropriate which would cancel a behavioral offense. Ultimately, the Wellspring behavior philosophy aims to help students attain self-discipline.

Behavior Expectations

Positive social behavior fosters a school wide sense of community and nurtures an environment for all students to grow as productive and global citizens.

To create and maintain the culture of "be safe, be responsible, be respectful" all students are expected to:

- Be punctual and ready for class
- Submit work that is complete in a timely manner
- Follow school instructions and be cooperative with faculty and staff
- Be honest and practice academic integrity
- Respect the boundaries of others and their belongings
- Assist every person in need
- Safeguard school property and resources
- Practice self-discipline: refrain from committing minor, major or severe offenses (as detailed below)

Teachers and staff will consistently teach and reinforce rules and expectations schoolwide.

When responding to offenses, the teacher, supervisor (middle and secondary school), behavioral specialist (primary school), principal or HOS, will act according to the categories of offenses stated below within this policy.

Reporting

The school categorizes unwanted behaviors into minor, major and severe offenses whereby staff members report such offenses on the Wellspring adopted platform - ManageBac - to keep track of each student's behavior record. The behavioral specialist in primary school and the supervisor in middle and secondary school are responsible for **following up on behavior procedures**.

Behavior offenses (minor, major and severe) will be reported on Managebac.

Behavior notes will be visible to parents when they check the profile of their child.

Upon major offenses, or severe offenses, parent(s) will be notified by email, call, or are requested to come in for a meeting.

Consequences for Behavioral Offenses

It is essential that we at Wellspring have a unified behavior and discipline policy with procedures that are fair, effective and, most importantly, consistent.

As a rule, Wellspring follows a progressive discipline strategy, which may include, but is not limited to the following serious actions:

Student is asked to leave class, subject or activity: In cases of major or severe offenses, when a student's presence poses a threat to other students and/or school staff or when the student is causing substantial disruption of the class or activity, the student will be asked to leave the class, or activity by a teacher or an administrator and sent to the supervisor, or principal.

Suspension: Severe offenses warrant a suspension of 1 to 5 days. suspension might involve a denial of attendance to one or more subjects or classes. Any student who is suspended for any period of time must attend a re-entry meeting with the parents, the principal and the Head of School before returning to classes. The student and parents are required to sign official warning letters.

Expulsion: An expulsion is a denial of attendance from school for a defined period, typically until the end of an academic

term or year. However, a student may be permanently expelled if behavior violations are considered severe.

Denial of Re-Enrollment: In some instances, a student's consistent and repeated misbehavior, either minor, major, or severe, is significant enough to deny that student reenrollment for the following school year. Parents are given adequate notice if the student is denied reenrollment.

Behavior in Primary School (Nursery to Grade 5)

In PYP, the school has mapped the curriculum, so the social-emotional learning program is embedded within the program of inquiry (POI) for both early and elementary years (skills for learning, empathy, problem-solving, and emotion management). The students inquire and learn how they can apply these skills in their daily lives such as conflict resolution, self-regulation, etc.

Positive behavior and effort are just as important to celebrate in the form of rewards and praise. The teachers can document and share this on ManageBac to shed light on the effort that the student is making. If the child's behavior has gradually improved to the desired behavior, then the principal highlights this by celebrating the student on spiral and giving them a certificate and/or sharing this with the parents.

Behavior in Early Years - Nursery, KG1 and KG2

It is important to clarify that the behavior of students in early years is related more to imitation, rather than unwanted behavior as part of their development. The role of the teachers is modeling the appropriate behavior, redirecting, and explaining to the students the desired behavior. This confirms the importance of setting classroom expectations and agreements from the start of the year. In addition, consistency is a key factor in reinforcing appropriate and positive behavior.

Student behavior in the early years is based on positive guidance, which is focused on:

- Establishing clear expectations of respect and good behavior
- Modeling and explaining appropriate behavior
- Providing many opportunities to develop skills, through intrinsic motivation rather than through external rewards.
- Building positive relationships with each child by providing individualized attention and connection in a meaningful way
- Adopting consistency as a principle for scaffolding desired behavior
- Collaborating closely with parents in the student's best interest and ensuring synergy between home and school is maintained
- Redirecting students to desired behavior in cases of misbehavior
- Designing individual behavior plans for students who present persistent challenging behavior after other interventions have not achieved desired outcomes

Behavior in Grades 1 to 5

At the start of the year, the teachers set classroom agreements and expectations with their students, that they will be applied to ensure a positive classroom dynamic for everyone. In grades 1 and 2, teachers use the MAC approach (movement, activity, conversation). As for grades 3, 4, and 5, they use the CHAMPS approach (conversation, help, activity, movement, participation, success). Before students engage in tasks, whether individually, in pairs, or groups, their

teachers remind them of these expectations. This aids teachers in classroom management and ensures a common language spoken among students and teachers across all subjects.

Behavior expectations along the main lines of “Be Safe, Be Responsible, Be Respectful” are outlined for the different common areas of the campus. Teachers and staff will consistently teach and reinforce rules and expectations schoolwide.

Elementary students demonstrate undesired behaviors often because they are unable to express themselves, lack self-management skills, and require assistance in their social skills, to use their words instead of their hands. This is part of their personal, social, behavioral, and emotional development. At first, the teachers try different strategies and tips to help the student. If the misbehavior is constant or increasing and they require additional support, then the behavioral specialist is contacted to check whether the child should be referred to them or to the counselor for an intervention plan. If the undesired behavior persists, then the principal and/or HOS intervene and meet with the parents.

When responding to offenses, the teacher will assess the severity of the offense to decide whether it is:

- Minor: Teacher managed at the time it happens, sometimes addressed by the behavior specialist
- Major: Office managed - further addressed by the behavioral specialist, principal and HOS

Minor and major offenses will be recorded on Managebac. The record of these offenses and other behavior notes are visible to parents when they check the student profile.

Minor Offenses Grades 1 to 5 - Teacher Managed

Minor offenses are, but not limited to:

- Not following directions (teacher rules, instructions)
- Disrupting the class (making noises, sounds, interrupting teacher, laughing or talking)
- Disrespecting others
- Inappropriate language/gestures
- Talking back
- Throwing objects
- Teasing/mocking
- Improper hall behavior (yelling, screaming)
- Physical contact (rough play, tackling, self-defense...)
- Damage of school resources/property
- Walking out of class (before being dismissed)
- Skipping a class
- Late to class
- Misusing technology/digital contract breach
- Dress code breach

To discourage any minor behavior offenses, teacher interventions for minor offenses include, but are not limited to:

- Apology - Verbal
- Apology – Written
- Use of attentional/non-verbal signals

- Removal from activity/loss of privilege
 - Seating rearrangement
 - Reteach expectations
 - Reflection
 - Verbal warning
- If the behavior is modified, the teacher will acknowledge the change and reinforce the corrected behavior.
 - If the behavior is not modified after trying **three** interventions per session, it is then documented as a minor offense on Managebac.
 - If the misbehavior persists and the student has 3 documented minor offenses, the student may be referred to the behavioral specialist for reflection with the student. The teacher can also consult with the behavior specialist or principal when needed. The behavior specialist might need to observe or monitor the student behavior during class and recess.
 - **The fifth minor offense will be directly recorded as a major offense.**

Major Offenses Grades 1 to 5 - Office Managed

Major offenses are, but not limited to:

- Repetitive disruption of class (making noises, sounds, interrupting teacher, laughing or talking)
- Repetitive non-following of directions (teacher rules, instructions)
- Repetitive inappropriate language/gestures
- Repetitive disrespect of others
- Intentionally taking others' belongings (without permission)
- Intentionally damaging others' belongings
- Verbal aggression (screaming, shouting...)
- Physical aggression
- Defiance
- Extended wandering around the school
- Unauthorized cell phone use/ digital contract breach
- Fifth minor offense

To discourage any major behavior offenses, teacher, behavior specialist, principal and HOS interventions for major offenses include, but are not limited to:

- Apology - Verbal
- Apology - Written
- Seating rearrangement
- Reteach expectations
- Removal from activity/loss of privilege
- Reflection
- Verbal warning
- Refer to the behavioral specialist
- Refer to the principal
- Refer to the HOS
- Behavior plan/ contract

- Phone call to parent(s)
- Email to parent(s)
- Meeting with parents
- Written warning (signed by the student and parents)
- Refer to the school counselor
- In school suspension
- Home suspension
- Denial of re-enrolment

When the offense is assessed as major, the student is directly referred to the behavior specialist.

If major offenses persist due to underlying socio-emotional factors, then the student may need deeper one-on-one sessions and will be referred to the school counselor.

For a summary of the above refer to the chart below:

Teacher Managed

- 1st intervention**
- 2nd intervention**
- 3rd intervention**

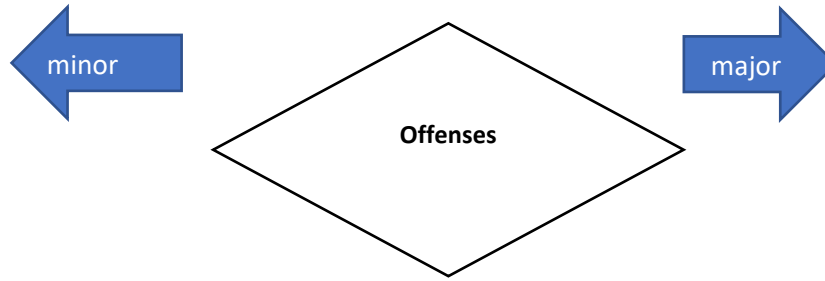
If the behavior is modified, the teacher will acknowledge the change and reinforce the corrected behavior

If the behavior is not modified after trying three interventions per session, it is then documented as a minor offense on Managebac

If the misbehavior persists and the student has **3 documented minor offenses**, the student may be referred to the **behavioral specialist** for reflection with the student.

The fifth documented minor offense will be recorded as major

**Wellspring Elementary School
Behavior Flow Chart**



Minor (not limited to)	Major (not limited to)
<ul style="list-style-type: none"> - Not following directions - Disrupting the class - Disrespecting staff - Inappropriate language/gestures - Talking back - Throwing objects - Teasing/mocking - Improper hall behavior - Physical contact (rough play, tackling...) - Damage of school resources/property – Unintentional - Walking out of class - Skipping a class - Late to class - Misusing technology/ digital contract breach - Dress code breach 	<ul style="list-style-type: none"> - Repetitive disruption of class - Repetitive non-following of directions - Repetitive inappropriate language/gestures - Repetitive disrespect of staff - Intentionally taking others' belongings (without permission) - Intentionally damaging others' belongings - Verbal aggression (screaming, shouting...) - Physical aggression - Defiance - Extended wandering around the school - Unauthorized cell phone use/ digital contract breach - Fifth minor offense

The principal can issue a merit or positive behavior remark and remove a major offense record whenever appropriate

Administration Managed

- 1st Offense:**
 - Meeting student, teacher, behavior specialist
 - Document on MB
- 2nd Offense:**
 - Meeting student, teacher, behavior specialist, principal
 - Document on MB
 - **Parents notified via phone/email**
- 3rd Offense:**
 - Meeting student, teacher, behavior specialist, principal
 - Document on MB
 - **Parents to sign 1st official warning**
- 4th Offense:**
 - Meeting student, teacher, behavior specialist, principal, HOS
 - Document on MB
 - **Parents to sign 2nd official warning**
 - **Student might be suspended**
- 5th Offense:**
 - Meeting student, teacher, supervisor, principal, HOS
 - Document on MB
 - **Parents to sign 3rd official warning**
 - **Student will be suspended**
 - **Student might be denied reenrollment**

Behavior in Middle and Secondary School (Gr.6 to Gr. 12)

Good behavior and discipline amongst students in middle and secondary school has been learned in primary school and through life experience as well as by interaction with others in society such as parents, friends and siblings.

Within the Middle and Secondary School, standards of both academic and personal conduct during lessons and activities will be applied. Teachers will have developed their personal classroom management strategy and procedures by:

- Setting reasonable behavior boundaries from the start of the year, ensuring that all students understand what is expected of them.
- Being fair and consistent in judging each situation
- Remaining impartial in the issue of consequences to students who transgress
- Developing a system of praise and reward for good performance and behavior, which is based on an individual student's capabilities and expectations

When responding to offenses, the teacher will assess the severity of the offense to decide whether it is:

- Minor: Teacher managed at the time it happens, sometimes addressed by the supervisor
- Major: Office managed - further addressed by the supervisor, principal and HOS

Minor and major offenses will be recorded on Managebac. The record of these offenses and other behavior notes are visible to parents when they check the student profile.

In middle and secondary school, the supervisor is responsible for monitoring the implementation of school rules and regulations.

The supervisor monitors school corridors from time-to-time during teaching periods and may be asked to directly intervene with a student.

The supervisor will keep a daily record of all offenses and interventions to identify individual behavioral patterns that may be forming with students and take further action as deemed necessary.

Minor Offenses Grades 6 to 12 - Teacher Managed

Minor offenses are, but not limited to:

- Disrupting the class (making noises, sounds, interrupting teacher, laughing or talking)
- Not following directions (teacher rules, instructions)
- Refusing to work
- Talking back
- Unprepared for class
- Out of seat
- Late to class
- Late to school
- Off task
- Sleeping in class
- Eating in class
- Dress code breach
- Talking out of turn
- Improper hall behavior (yelling, screaming...)

To discourage any minor behavior offenses, teacher interventions for minor offenses include, but are not limited to:

- Reteach expectations
 - Seating re-arrangement
 - Verbal warning
 - Refer to the supervisor
 - Removal from activity/loss of privilege
 - Apology - Verbal
 - Apology - Written
 - Reflection
- Minor offenses are managed by the teacher or supervisor, who reteach the expectation.
 - If the behavior is not modified after trying two interventions per session, it is then documented as a minor offense on Managebac.
 - **The fifth minor offense will be recorded as a major offense.**

Major Offenses Grades 6 to 12 - Office Managed

Major offenses are, but not limited to:

- Defiance
- Aggression (verbal)
- Physical aggression
- Unauthorized cell phone use
- Skipping a class
- Walking out of class (without permission)
- Disrespecting others
- Threatening
- Fifth minor offense

To discourage any major behavior offenses, teacher, supervisor, principal and HOS interventions for major offenses include, but are not limited to:

- Removal from activity/loss of privilege
- Apology - Verbal
- Apology – Written
- Reflection
- Refer to supervisor
- Refer to the principal
- Refer to the HOS
- Phone call to parent(s)
- Email to parent(s)
- Meeting with parent(s)
- Written warning (signed by the student and parents)
- Home suspension
- Denial of re-enrolment

For a summary of the above refer to the chart below:

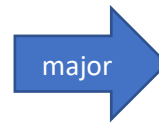
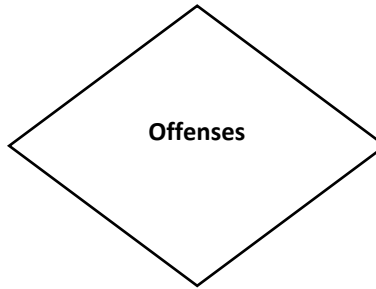
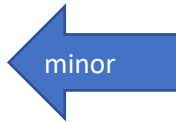
Middle and Secondary School
Behavior Flow Chart

1st intervention
2nd intervention

If the behavior is modified, the teacher will acknowledge the change and reinforce the corrected behavior

If the behavior is not modified after trying two interventions, it is then documented as a minor offense on Managebac

The fifth documented minor offense will be recorded as a major offense



Minor	Major
(not limited to)	(not limited to)
<ul style="list-style-type: none"> - Disrupting the class - Not following directions - Refusing to work - Talking back - Unprepared for class - Out of seat - Late to class - Late to school - Off task - Sleeping in class - Eating in class - Dress code breach - Talking out of turn - Improper hall behavior 	<ul style="list-style-type: none"> - Defiance - Aggression (verbal) - Physical aggression - Unauthorized cell phone use - Skipping a class - Walking out of class - Disrespecting staff - Threatening - Fifth minor offense

1st Offense:

- Meeting student, teacher, supervisor
- Document on MB

2nd Offense:

- Meeting student, teacher, supervisor, principal
- Document on MB
- **Parents notified via phone/email**

3rd Offense:

- Meeting student, parent, teacher, supervisor, principal
- Document on MB
- **Parents to sign 1st official warning**
- **Student might be suspended**

4th Offense:

- Meeting student, parent, teacher, supervisor, principal, HOS
- Document on MB
- **Parents to sign 2nd official warning**
- **Student will be suspended**

5th Offense:

- Meeting student, parent, teacher, supervisor, principal, HOS
- Document on MB
- **Parents to sign 3rd official warning**
- **Student will be suspended**
- **Student might be denied reenrollment**

The principal can issue a merit or positive behavior remark and remove a major offense record whenever appropriate

Severe Offenses – Grade 1 to Grade 12

Severe offenses are those that demand immediate referral to the principal or HOS so the student is removed from an activity where their actions might endanger self or others.

These behaviors are those that significantly violate the rights and wellbeing of any member of the community, put others/self at risk of harm and therefore include but are not limited to the **possession of forbidden items** and **offensive actions**.

Possession of Forbidden items

Forbidden items are, but not limited to the below:

Illegal Drugs

Students found with illegal drugs or drug paraphernalia, including illegal food or illegal candy products, on campus or at a school sponsored event off campus, will be immediately expelled from school and the illegal drugs will be handed over to the ISF or Police.

1st incident (one time only):

- Permanent expulsion from Wellspring
- All tuition payments are non-refundable
- Students may not be allowed to complete the academic year at Wellspring and may be denied re-enrollment for the coming years

Weapons: Explosives, Guns, Knives, and Plastic (toy) Weapons*

Real, collectable or antique weapons of any kind, plastic guns (which resemble real looking guns) bullets, fake or real hand grenades, brass knuckles, metal sticks, knives of any length, heavy chains, martial art weaponry, empty bullet casings, tasers, lasers are forbidden to bring to school.

If the weapon violates Lebanese Law and the student is showing, threatening or hurting another school stakeholder, the item will be handed over to the ISF and the student will be subject to the proper governmental agency. Parents with their lawyer will deal with ISF or Police.

1st incident (only time):

- Permanent expulsion from Wellspring
- All tuition payments are non-refundable
- Students may not be allowed to complete the academic year at Wellspring and may be denied re-enrollment for the coming years

*Parents, guardians, drivers or bodyguards, diplomats (or others) carrying weapons are not allowed on school premises.

Alcohol, Cigarettes, Vapes, Energy Drinks

Any student who is under the influence or possession of an alcoholic drink, energy drink, cigarettes, e-cigarettes, vapes or other smoking devices during the school day, on school property or during a school sponsored trip is a **Severe Offense** and will be immediately **suspended for 3 days**

Fireworks, Incendiary Devices, Pressurized Canisters, Pepper Spray, Explosives, Sound Bombs, Stink Bombs

A student found to be in the possession of any type of exploding device, pressurize devices (canisters) or products such as but not limited to fireworks, smoke bombs, stink bombs, pepper spray, shocking or stunning devices, firecrackers, or noise making bombs, is a Severe Offense at Wellspring and the student will be immediately suspended from school for 3 days **or longer** depending on the use of the item and if it caused physical harm to the student community or damage to the school or its contents.

In cases where the safety or well-being of other student has been endangered, or exposed to possible danger, the student who brought the item to school and/ or the student who also has or took possession of the item from another student will also be subject to **immediate suspension or permanent expulsion from Wellspring.**

Violent or vulgar symbols, words or pictures whether in print or electronic form.

Consequences: to be determined on a case-by-case basis.

Offensive Actions

Offensive action or behavior is, but not limited to the below:

Fighting

Students who participate in physical aggression or a fight, through physical contact or provocation, will receive the same consequence.

Fighting includes but is not limited to “pretend fighting”, pushing, slapping, hitting, pulling of clothes or hair, tripping.

Vandalism/Causing Damage or Theft

All public and private property regardless of whether it belongs to the school, contracted entities, other students, teachers or staff is to remain safe and secure at all times. **This extends to venues, hotels, museums, restaurants, events and touristic locations where Wellspring students and supervisors may be visiting. Regardless of whether it is a local destination or overseas venue, all personal and public property must be treated with respect. Stolen property must be returned and damaged property must be replaced or repaired.**

Bullying

Bullying, in any form, is unacceptable. Bullying is defined as an unprovoked intentional behavior by an individual or group of individuals that can cause pressure, distress, hurt, or injury to a fellow student. Bullying behavior can be **verbal or digital (name calling, teasing, sarcasm, insults, abuse, inciting to inflict harm)**, physical such as but not limited to, hitting, punching, kicking, scratching, tripping, spitting or social such as but not limited to ignoring, excluding, ostracizing, alienating, inappropriate gesturing, or psychological such as but not limited to **spreading rumors, hiding or damaging possessions, malicious texts or emails, taking pictures or filming non-consensually, or any non-consensual posting on social media or school electronic platforms.**

Selling or Distributing Products

Students are not allowed to sell or distribute products on school premises or during field trips, without prior school authorization. Students are not allowed to pay other students or staff for services or products.

Inappropriate/Vulgar Language or Gestures

Use of inappropriate language or gestures is considered a severe offense, which can lead to immediate suspension, to be assessed by

the teacher, supervisor, principal and HOS.

Consequences to Severe Offenses

1st offense

- Depending on the severity of the incident and at the discretion of the principal and HOS, the consequence will be **1-3 days of suspension**.
- A phone call or an email is sent to the parents informing them of the behavior and the immediate suspension, and a meeting will be held with parents, student and school team upon return to school to discuss and reflect on the incident.

2nd offense

- Depending on the severity of the incident and at the discretion of the principal and HOS, the consequence will be **3-5 days of suspension**.
- A phone call or an email is sent to the parents informing them of the behavior and the immediate suspension, and a meeting will be held with parents, student and school team upon return to school to discuss and reflect on the incident.

3rd offense

- **Immediate 5 days suspension**
- Possible permanent **expulsion** from Wellspring with no refund of tuition or the **refusal or re-enrollment** for the following academic year.

*** In the case of severe offenses, the HOS might require the presence of Wellspring's legal compliance officer (LCO) in meetings with parents.**

Misuse of Technology

The school does not encourage primary school students to bring any type of electronic device to school. There are exceptions, where students may be doing research or a special project.

Students at CCC in Grades 6-12 are required to bring electronic devices to school, to support learning during the school day.

Guidelines for the proper use of technology

City Centre campus provides wireless environments to the students, but along with this privilege come responsibility.

- Devices may not be used for **non-instructional** purposes (such as making personal phone calls, text messaging, viewing non-school related content).
- Students may only use their devices to access files on internet sites which are relevant to classroom assignments, activities and the curriculum. Some sites, like social media, are blocked by Wellspring's firewall.

Consequences of Misuse of Technology

Users must recognize that the school's IT Department monitors each device's usage and downloads, and Wellspring is authorized to collect the student's device if it is suspected to be misused, to check for viruses, malware, unwanted or

prohibited content or programs that may interfere or damage Wellspring's network, reputation or stakeholder's reputation.

Students may lose their usage rights and privileges if the administration and the IT Department deem an individual's usage of their device to be excessively personal, unnecessary or inappropriate in nature.

1st offense

- Confiscation of the technology by HOS or Wellspring leader for the remaining school day.
- Parents will be notified.
- The technology will be secured in the principal's/HOS office and returned at the end of the school day.

2nd offense

- Confiscation of the technology by the HOS or Wellspring leader for a full school day beginning at 7:30-3:30 pm.
- Parents will be notified.
- The technology will be secured in the HOS office and returned at the end of the school day.

3rd offense

- Confiscation of the technology for the remaining school week.
- Parents will be notified.
- Student must hand over the technology at 7:20 am each day to HOS or front office and retrieve it at 3:30 pm each afternoon.

Continued abuse or misuse of the technology may result in written warnings, suspension, expulsion or denial of re-enrollment.

Severe Misuse of Technology

- Attempting to work around the school filter
- Knowingly bringing a device on premises that infects the network with a virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorized data or information
- Processing or accessing information on school property related to "hacking" altering or bypassing network security policies
- **Filming in the aim of bullying is considered a severe offense as cited under severe offenses.**
- Any unauthorized filming or recording and or/posting of images or videos of staged pranks, friends, classmates, other students, teachers, staff members, school activities or classroom lesson, during any time or any location, without written consent from the classroom teacher, principal or HOS.

Severely misusing technology or the school's network as stated above falls under severe offenses and can lead to written warnings, suspension, expulsion or denial of re-enrollment.

Academic Malpractice

All Wellspring community members should exhibit the IB learner profile attributes to foster a culture of academic integrity. All IB community members are expected to be "principled." The IB expects students to produce genuine and authentic pieces of work, that reflect their personal independent abilities. That is, the IB wants to support "content creators", not "content imitators". Students should give credit where credit is due— and so be honest and transparent and recognize how previous work influences/supports their own work.

PYP students grow in a culture of self-respect and respect for others and learn to distinguish right from wrong. PYP students will acquire an understanding of academic integrity in a safe learning environment. This understanding is fundamental for students as it prepares them to become responsible and caring citizens in the future. The concept of sharing knowledge can be introduced as early as Gr. 1 when students are shown the importance of presenting their ideas to others (“Academic integrity policy”). By Gr. 5, students are expected to use recognized MLA conventions to acknowledge sources used for their PYP exhibition. Students will be coached to learn from their mistakes during the primary years.

Middle school students at Wellspring need to acknowledge all sources used in any task by applying the Modern Language Association (MLA) citation style in referencing (The Modern Language Association of America). As students mature through the programme, their understanding of academic integrity will deepen through the explicit application of the relevant approaches to learning skills: self-management, research, and communication (“Academic integrity policy”). By the end of year 1, students should be familiar with the three definitions of academic malpractice: plagiarism, collusion, and duplication of work. By year 5, students will demonstrate their understanding of academic integrity through the MYP personal project. They will work closely with a supervisor to ensure that academic honesty has been maintained throughout the process.

Secondary school students at Wellspring must abide by IB and school regulations to ensure academic integrity. The students must acknowledge the sources used in all their internal assessments and their extended essay and must present authentic and accurate CAS records to the school. The students are required to use Modern Language Association (MLA) for documenting sources.

In case of malpractice, a thorough investigation should take place before action is taken and/or any disciplinary measures are applied. In addition, the penalties decided by the school should be directly related to the component of assessment in which malpractice occurred and must match the degree of severity of any breach.

Any malpractice will be reported to the administration and will be documented and monitored throughout the student’s academic career at Wellspring (refer to Academic Malpractice Consequences Table). If a student has a history of academic misconduct in MYP they will need to undergo academic probation before entering DP as clearly demonstrated in the flowchart below.¹

¹ The above section of “Academic Malpractice” is taken from Wellspring’s Academic Integrity Policy.

Academic Malpractice Consequences Table

Primary Years (Grades 1-5) - Cycle resets every term

<p>First occurrence:</p> <ul style="list-style-type: none"> • Work one-on-one with teacher to recognize where academic malpractice has occurred • Re-submit work to teacher after reflection with teacher • Inform the parents of Grade 5 students of the malpractice 	<p>Second occurrence:</p> <ul style="list-style-type: none"> • Same consequences as for the first occurrence 	<p>Third occurrence:</p> <ul style="list-style-type: none"> • Same consequences as for the first occurrence • Meet with librarian to review citation practices one-on-one • Student is referred to counseling
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Middle Years (Grades 6-10) - Cycle resets every 18 months

<p>First occurrence:</p> <ul style="list-style-type: none"> • Assessment in question is awarded a zero • Breach is recorded on Managebac • Parents are notified of breach • Student meets with librarian to review practices 	<p>Second occurrence:</p> <ul style="list-style-type: none"> • Assessment in question is awarded a zero • Breach is recorded on Managebac • Student is suspended • Parents are notified of breach and of suspension • Student meets with librarian to review practices • Student is referred to counseling 	<p>Third occurrence:</p> <ul style="list-style-type: none"> • Assessment in question is awarded a zero • Breach is recorded on Managebac • Student is suspended • Parents are notified of breach and of suspension • The awarding body is notified of breach: If the work is to be sent to the IB (personal Project), the IB will know of the breach. This may lead to a mark of 0 with serious implications for the official Personal Project results." • Principal/ MYP Coordinator calls student to a re-entry interview and contract is signed • Student is referred to counseling
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Diploma Programme (Grades 11-12) - Cycle does not reset

<p>First occurrence:</p> <ul style="list-style-type: none"> • Assessment in question is awarded a zero • Breach is recorded on Managebac • Parents are notified of breach and suspension 	<p>Second occurrence:</p> <ul style="list-style-type: none"> • Assessment in question is awarded a zero • Breach is recorded on Managebac • Student is suspended • Parents are notified of breach and suspension • Principal/ DP Coordinator calls student to a re-entry interview and contract is signed • Student is referred to counseling 	<p>Third occurrence:</p> <ul style="list-style-type: none"> • Assessment in question is awarded a zero • Breach is recorded on Managebac • Student is suspended • Parents are notified of breach and suspension • Principal/ DP Coordinator calls student to a re-entry interview and contract is signed • The awarding body is notified of breach: If the work is to be sent to the IB, the IB will know of the breach. This may lead to a mark of 0 with serious implications for the official DP results." • Student is referred to counseling • Student candidacy may be removed from current session
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****All the above offenses might require the intervention of the school counselor, outside psychologist, or other mutually agreed upon educational specialist(s) at the parents' expense.***

****All the above offenses and consequences apply during off school events and overseas trips.***

Students (CCC) who travel overseas on a Wellspring school sponsored trip must abide by the laws of the country of destination, keeping in mind that the school rules supersede any foreign regulations. Traveling students and supervisors must be familiar with each country's laws and must show respect for the country's norms and values.

The school will not be able to intervene in a foreign country's legal system in case of non-compliance with the country's laws.

Works Cited

“Academic integrity policy.” *IBO*, International Baccalaureate Organization, Mar. 2023,
resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf. Accessed 17 Apr. 2023.