

Academic Integrity Policy

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PHILOSOPHY

As an IB-accredited school, CISH places a high priority on individual accountability and a positive belief in people, striving to nurture these qualities in all our students. Integrity, both personal and academic, is adherence to moral and ethical principles, and a value we hold as an essential human characteristic. As our students grow from children into principled young adults, we value all individual contributions to the development of their integrity.

All forms of academic misconduct not only harm the student's character but also devalue their education and undermine the integrity of our school. Academic integrity is, furthermore, central to the IB Learner Profile, the traits of which we carefully build together.

Throughout the IB Continuum, teachers aim to instill an understanding and respect for academic integrity. All subject teachers work with students of all age groups to develop their understanding by highlighting the importance of completing one's own work, promoting best practices, and identifying skills to be further developed.

TEACHING ACADEMIC INTEGRITY

Across the IB Continuum, CISH integrates the principles and practices of academic integrity into its teaching, learning, and reflection processes, which are grounded in honesty, trust, fairness, respect, and responsibility. These principles are fundamental to the holistic development of internationally-minded students. Academic integrity is imparted through diverse methods such as seminars, developmental learning approaches, exemplars, and formative assessments.



ARTIFICIAL INTELLIGENCE IN LEARNING, TEACHING AND ASSESSMENT

Embracing the IB's ethos, we view artificial intelligence (AI) as a transformative force in education, capable of enhancing the learning experience and fostering a culture of inquiry, innovation, and integrity. The IB eloquently captures the essence of this journey towards embracing AI:

"Rather than shying away from artificial intelligence (AI), the IB is excited by the opportunities that these tools bring to education to enhance learning experiences and provide additional support to our students. AI tools are designed in a way that they can be used to encourage students to think critically and creatively, by engaging students in thought-provoking discussions and challenging them to think beyond the usual perspectives." (International Baccalaureate Organization)

This statement guides our purpose in integrating AI within our academic framework. It reflects our commitment to empowering students to navigate the complexities of the digital age with curiosity, critical thinking, and ethical judgment. AI is not merely a tool for academic exploration but a conduit for cultivating the values of academic integrity, underscoring the importance of transparency, citation, and the thoughtful integration of technology in scholarly work.

Ethical Use of AI Tools

In alignment with our dedication to academic integrity, it is imperative that the use of AI tools within academic endeavors is approached with transparency and ethical consideration. Students are required to:

- **Cite AI-generated content:** Any use of AI to assist in the creation of assignments, whether formative or summative, must be transparently acknowledged in the body of the work and properly cited in the bibliography. This ensures the integrity of the academic process and respects the principles of authorship and originality.
- **Understand and articulate AI contributions:** Students should be able to discuss the extent of AI's assistance in their work, demonstrating a thorough understanding of the content and the critical reasoning behind its inclusion.
- **Critically evaluate AI outputs:** Recognizing the inherent biases in AI-generated content is essential. Students must critically assess the reliability and validity of information produced by AI, reflecting the IB's commitment to developing informed, thoughtful, and ethical learners.

Teacher's Discretion and Academic Misconduct

The incorporation of AI into academic work is subject to the teacher's discretion, ensuring that its use supports the learning objectives and does not compromise the integrity of the educational process. Misuse of AI tools, including passing off AI-generated work as solely one's own without appropriate citation, will be considered academic misconduct, subject to the same procedures and consequences outlined in this policy.

Navigating the Future Together

As we integrate AI into our academic practices, we commit to continuous dialogue and reflection on its ethical use, aligning with the IB's philosophy of empowering students to be active, responsible participants in their own education. Together, we embrace the possibilities that AI



brings to our learning community, while steadfastly upholding our values of honesty, respect, and academic excellence.

DEFINING ACADEMIC MISCONDUCT

The International Baccalaureate Organization (IBO) defines academic misconduct as “deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment” (Academic Integrity, IBO, 2019, p.3). Decisions on next steps are made based on assessment recommendations and involve the guidance counselor, coordinator, Head of School (HOS), and Principal. Some examples of academic misconduct include:

Plagiarism

- Presenting information collected, organized, or envisioned by someone else as one’s own (with or without the author's permission) or allowing someone else to present another’s work as his or her own.
- Incorrect use of citations on assignments
- Using the work of another student and presenting it as one’s own
- Using quotations or ideas found in literature, web sites, or other sources and presenting it as one’s own

Cheating

- Taking shortcuts (such as unauthorized use of study aids, calculators, formula booklet or tutor) that allow you to bypass steps of an assignment.
- Fabrication of data (e.g., Biology lab results, false statistics or quotations on a History project).
- Using forbidden items to “help” during tests or exams, such as cheat sheets, graphing calculators, or cell phones/smart devices.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Doing more or less than your share of a group project without permission from your teacher.
- Collusion to Cheat: Formulating a plan to support another's misconduct, irrespective of whether the plan is executed.
- Theft of test or exam materials. This includes taking pictures of tests or exams for cheating or distribution purposes.

Deception

- Misrepresenting yourself in any way to your teachers in regard to the work you have done, such as saying you've turned in an assignment when you did not, or giving false excuses for why an assignment has not been completed.

- Fabricating information to try to earn more time, more credit, or grading leniency on an assignment, project, or exam.
- Missing class in order to avoid turning in an assignment or taking a test.

Bribery or paid services

- Giving or requesting assignment answers or test answers for money or gifts.
- Attempting to provide money or gifts to teacher(s) for undeserved credit.

Sabotage

- Working to actively undermine the ability of others to complete their work.
- This may include actions like destroying another's work or belongings, or intentionally disseminating false information.

Note: *The preceding is a non-exhaustive list of examples of academic misconduct. In fact, “The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen” (Academic Integrity, IBO, 2019 p. 3) Instances of academic misconduct not on the above list may also be called into question.*

TEACHER, STUDENT, PARENT, AND ADMINISTRATOR RESPONSIBILITIES

Students are responsible for:

- Reporting to the teacher if academic misconduct is taking place and how it is being done.
- Not copying homework or letting someone else copy their homework.
- Not using study aids as an alternative to completing an assignment.
- Only working with others when the teacher has specifically given permission.
- Seeking only appropriate help from parents, tutors, or other students; check with the teacher prior to receiving the help to know what help and assistance is appropriate.
- If collaboration has not been specified as permissible, the assignment must be your individual honest effort.
- Taking responsibility for doing your fair share on a collaborative assignment.
- On papers, not summarizing, paraphrasing, or quoting without proper documentation.
- When uncertain, consult the teacher to clarify which aids are permissible during a test (e.g., calculator, notes).
- Not discussing any aspect of a test or exam until the teacher has returned it or given permission to discuss it.

Teachers are responsible for:



- Being precise about expectations for students by clearly explaining orally and providing access to the Academic Integrity Policy and in writing.
- Communicating the range of consequences for Academic Integrity misconduct to the students.
- Addressing the use of study aids (e.g., online study guides, tutors, etc.) in course work.
- Designing assessment tasks with regular check-ins to minimize putting students at risk of academic misconduct.
- Clearly specifying when collaboration with other students is permitted on an assignment.
- Reviewing student work regularly for violations of the Academic Integrity Policy.
- Reporting academic misconduct of the Academic Integrity Policy regarding their own class assignments to School Administration.
- Reporting violations of the Academic Integrity Policy regarding another teacher's class assignments to that teacher (e.g., when an English teacher observes students copying Math homework in English class, the English teacher should report that to the Math teacher).
- Telling students when they are allowed to discuss a test after it has been given.

Parents/Guardians are responsible for:

- Reading and understanding the school's Academic Integrity Policy, and ensuring compliance.
- Helping the students understand the value of academic integrity and expecting the student to comply with the school's Academic Integrity Policy.
- Supporting the imposition of consequences if the Academic Integrity Policy is violated.
- Requiring students to do their own work.
- When helping students with assignments, ensure that their work remains their own.

Administrators are responsible for:

- Making available to all students, teachers, and parents a copy of the school's Academic Integrity Policy.
- Facilitating ongoing conversations and reflection about the Academic Integrity Policy.
- Administering fair and consistent consequences for academic misconduct.
- Maintaining records of Academic Integrity Policy misconduct.

CATEGORIES AND CONSEQUENCES OF ACADEMIC MISCONDUCT

Academic misconduct will generally fall into one of three categories.

Category 1 includes:

- Misconduct on formative assessment (e.g., in-class assignment, minor homework assignment).
- Including collusion to complete and submit identical work.

Category 1 Consequences:

- As part of the learning experience, students will be required to complete the assignment again under supervision.
- The student will attend mandatory study hall until the assignment is complete.
- The student may receive a detention at the subject teacher's/administrator's discretion.
- The teacher notifies administration of the occurrence and logs the incident as a Managebac Behaviour note to parents.
- Administration logs the occurrence in the student's file and meets with the student to review the Academic Integrity Policy.

Category 2 includes:

- Misconduct on a summative assessment of any form (e.g., term paper, final unit project, test, examination).
- Any form of deception.

Category 2 Consequences:

- The student will not receive a level of achievement on any of the criteria assessed on the task. As part of the learning experience, the student will be required to complete the assignment again under supervision.
- If the student is in Grade 11 or 12, they will receive "zero marks" for this component.
- The student will attend mandatory study hall until the assignment is completed again and receive detention at the subject teacher's/administrator's discretion.
- The teacher notifies administration of the occurrence and logs the incident as a Managebac Behaviour note.
- Parents are notified of the occurrence via letter or email.
- Administration logs the occurrence in the student's file and meets with the student, the teacher, and the student's parents/guardians to review the Academic Integrity Policy and discuss the incident(s) of academic misconduct in depth.

Category 3 encompasses the most serious instances of academic misconduct, including:

- Any form of bribery.
- Reproduction of examination materials.

Category 3 Consequences:

- Decisions on next steps are made based on assessment recommendations and involve the guidance counselor, coordinator, Head of School (HOS), and Principal.
- The student will not receive a level of achievement on any of the criteria assessed on the task. As part of the learning experience, the student will be required to complete the assignment again under supervision.



- The teacher notifies administration of the occurrence and logs the incident as a Managebac Behaviour note.
- Parents are notified of the occurrence via letter or email.
- Administration logs the offense in the student's discipline file and meets with the student, teacher(s), and parents to review the academic integrity policy again, and determine additional consequences, which may include social probation, and/or removal from extra-curricular activities, suspension and/or expulsion.

PROCESS OF MALPRACTICE INVESTIGATION FOR EXTERNAL EVALUATION (IB DIPLOMA ASSESSMENTS)

If malpractice is suspected during an external evaluation, the relevant IB coordinator will report the incident to the IBO. The IBO's Final Award Committee will conduct an investigation. If academic misconduct is subsequently confirmed, the student's grade for the concerned subject(s) may be withdrawn, potentially leading to the withdrawal of their IB award, if applicable. Students will be expected to return their certificates, and the IB will issue new documentation. (Academic Integrity, IBO, 2019, p.25).

ADMISSIONS POLICY AND ACADEMIC INTEGRITY

During the admissions process, prospective parents and students are directed to the Academic Integrity Policy. They are made aware of the importance and value CISH places on honest academic work and integrity.

ASSESSMENT POLICY AND ACADEMIC INTEGRITY

Assessments at CISH are designed with academic integrity in mind. Regular checkpoints throughout the assessment process allow teachers to stay abreast of research and progress. For students, this process keeps them on track and avoids large amounts of work being left until the last days prior to submission. Allowing time for proper citation and reference work to be done and removing temptations for collusion and misconduct helps promote student success and avoid academic misconduct.

POLICY REVIEW PROCESS

This policy will undergo a review every two years by the school's Pedagogical Leadership Team. Any proposed changes reflecting new research, source documents, or methods to improve the policy's effectiveness will be shared with the school community—teachers, parents, students (if appropriate), and the director/board—for their input before any changes are implemented.

Note: The latest review of this policy was carried out in March 2024.



APPENDIX A

MLA FORMATTING: IN-TEXT CITATIONS AND WORKS CITED

Guidelines for referring to the works of others in your text using MLA style can be found on the Purdue Owl Website. The following guidelines and examples are taken directly from the Purdue Owl website:

MLA Reference:

- Purdue Writing Lab. "MLA Formatting and Style Guide - Purdue Writing Lab," 2021. [Purdue Writing Lab](#).

Basic In-Text Citation Rules

In MLA Style, referring to the works of others in your text is done using parenthetical citations. This method involves providing relevant source information in parentheses whenever a sentence uses a quotation or paraphrase.

General Guidelines

The source information required in a parenthetical citation depends on the source medium (e.g., print, web, DVD) and the source's entry on the Works Cited page. Any source information that you provide in-text must correspond to the source information on the Works Cited page.

MLA Works Cited Page: Basic Format

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text.

Basic Rules

Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.

Works Cited Page Example

The following provides an example of a Works Cited page in MLA format:

WORK CITED

“International Baccalaureate Organization. *Academic Integrity Policy*. March 2023, www.ibo.org.

International Baccalaureate Organization. "Artificial Intelligence (AI) in Learning, Teaching, and Assessment." *International Baccalaureate*, www.ibo.org/programmes/artificial-intelligence-ai-in-learning-teaching-and-assessment/. Accessed 13 Mar. 2024.

Purdue Writing Lab. “MLA Formatting a

