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ACADEMIC INTEGRITY POLICY

PHILOSOPHY

As an IB school CISH prioritizes the importance of individual accountability and a positive belief in people as we strive 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 harm the character of the student, deny the student the value of 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 instil an understanding and respect of 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.

DEFINING ACADEMIC MISCONDUCT

The 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). Some examples of academic misconduct include:

Plagiarism

- Based on assessment recommendations a decision is made with guidance, coordinator, HOS, and VP on the next steps.

- 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

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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: making a plan to support the misconduct of another, regardless of whether the plan comes to fruition. (*Please refer to the appendix for the definition of collusion, and examples of collaboration and unacceptable collusion).

- 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.

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Sabotage

- Working to actively undermine the ability of others to complete their work.

- This may include acts such as the destruction of work or belongings of another or the wilful sharing of misinformation

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. (*Please refer to the appendix for the definition of collusion, and examples of collaboration and unacceptable collusion).

- Taking responsibility for doing your fair share on a collaborative assignment.

- On papers, not summarising, paraphrasing or quoting without proper documentation.

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- When in doubt, clarifying with the teacher what aids may be used on the test (calculator, notes, etc.).

- 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:

- *Based on assessment recommendations a decision is made with guidance, coordinator, HOS, and VP on the next steps.*

- Reading, understanding, and knowing the school's Academic Integrity Policy.

- Helping the students understand the value of academic integrity and expecting the student to comply with the school's Academic Integrity Policy.

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- 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 assignment is complete

- The student may receive a detention at the subject teacher's/administrator's discretion.

- Teacher notifies administration of occurrence and logs incident as a Managebac Behaviour note to parents.

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- Administration logs 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 (or second occurrence of Category 1 misconduct)

- 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 assignment is completed again and receive detention at the subject teacher's/administrator's discretion.

- Teacher notifies administration of occurrence and logs the incident as a Managebac Behaviour note.

- Parents are notified via letter or email of occurrence.

- 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.

** If the student is in the Diploma Programme, a Category 2 offence may lead to a mark of "incomplete" in that DP subject as a whole, jeopardizing successful completion of the programme.**

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

- any form of bribery

- reproduction of examination materials

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Category 3 offence (or any multiple occurrence of Category 2)

- **Based on assessment recommendations a decision is made with guidance, coordinator, HOS, and VP on the next steps.**

- 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.

- Teacher notifies the administration of the occurrence, and logs the incident as a managebac behavioural note.

- Parents are notified via letter or email of occurrence.

- Administrator 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 on an external evaluation, the relevant IB coordinator will report the incident to the IBO. The IBO final award committee will investigate. "If academic misconduct is subsequently established, the student's grade for the subject(s) concerned may be withdrawn, which may result in the withdrawal of their IB award where 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 and made aware of the importance and value placed on honest academic work and integrity here at CISH.

ASSESSMENT POLICY AND ACADEMIC INTEGRITY

Assessment at CISH is designed with academic integrity in mind. Regular checkpoints throughout the assessment process allows teachers to stay abreast of research and progress. For students, this process keeps them on track, and avoids

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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. Finally, to ensure academic integrity is maintained, all assessments possible are filtered through a third-party application to check for academic misconduct.

POLICY REVIEW PROCESS

This policy will be reviewed every 2 years by the pedagogical leadership team of the school and any proposed changes which might reflect new research, source documents or ways to improve the policy's effectiveness will be shared with the school community for their input (teachers, parents, students if appropriate and director/board) before any changes are made. *(This policy was last reviewed August, 2021)*

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APPENDIX 1: 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. Here is a sample of some 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. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

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. Usually, the simplest way to do this is to put all of the source information in parentheses at the end of the sentence (i.e., just before the period). However, as the examples below will illustrate, there are situations where it makes sense to put the parenthetical elsewhere in the sentence, or even to leave information out.

GENERAL GUIDELINES

- The source information required in a parenthetical citation depends (1) upon the source medium (e.g. print, web, DVD) and (2) upon 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. More specifically, whatever signal word or phrase you provide to your readers in the text must be the first thing that appears on the left-hand margin of the corresponding entry 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.

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BASIC RULES

- Parents are notified via letter or email of occurrence.

- 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.

- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.

- Only the title should be centered. The citation entries themselves should be aligned with the left margin.

- Double space all citations, but do not skip spaces between entries.

- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.

- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as pp. 225-50 (Note: MLA style dictates that you should omit the first sets of repeated digits. In our example, the digit in the hundreds place is repeated between 225 and 250, so you omit the 2 from 250 in the citation: pp. 225-50). If the excerpt spans multiple pages, use "pp."   Note that MLA style uses a hyphen in a span of pages.

- If only one page of a print source is used, mark it with the abbreviation "p." before the page number (e.g., p.157). If a span of pages is used, mark it with the abbreviation "pp." before the page number (e.g., pp.157-68).

- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

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WORKS CITED PAGE EXAMPLE

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

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

GlobalWarming.org. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.

An Inconvenient Truth. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Work Cited

"Academic Integrity", *IBO*, 2019

Purdue Writing Lab. "MLA Formatting and Style Guide - Purdue Writing Lab." 2021