TITLE: ACADEMIC INTEGRITY POLICY

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Objective and Rationale

We live in a world where access to information, ideas, and images is easy, immediate, and increasing all the time. The goal of our program here at CISK is to have students tap into this vast information storehouse and use it appropriately, creatively, and in authentic ways. This program, however, also poses huge challenges to academic integrity in terms of values, practices, and behaviors. If the idea and practices of Academic Integrity are not introduced and fostered in our students from the beginning, it will lead to problems in the future.

Being academically honest with oneself and with others has become even more challenging in recent years given the major roles played by communication, collaboration, and technology, both in learning and society generally (IBO, Academic Honesty, 27). If students are to be successful at CISK they must be able to understand the value of academic integrity, understand the difference between their own thinking and borrowed thinking, and learn how to accurately represent the sources that contribute to their knowledge.

Ultimately, it is in everyone's interest to foster academic integrity in our students. It enriches and makes every school program broader and more meaningful. It also supports the CISK mission and IB Learner Profile.

The main purpose of this document is to:
- Define academic integrity
- Explain why we value academic integrity
- State the responsibilities of various stakeholders in the school community with regards to academic integrity
- Outline how CISK provide education and support to students regarding academic integrity
- Outline steps taken by the school to detect instances of academic integrity
- Outline school procedures for responding to instances of academic integrity breeches, and potential consequences to the student or students involved
- Outline the rights of students suspected of academic integrity breeches
- Outline the review process of the academic integrity policy

PURPOSE

To provide direction to staff and students on the issues of academic honesty, including cheating and plagiarism.

What is academic integrity?

CISK understands academic integrity as only using resources, including collaboration with others, when it is explicitly allowed; adhering to rules specified for each task set by teachers; openly citing and referencing sources when doing research and completing tasks; clearly distinguishing between one's own work and that of other; using authentic data and explaining when data has been omitted; and only submitting original work for all specified tasks.

Why do we value Academic Integrity?

At CISK, trust and collaboration are a key part of our school values and community. We believe the implementation of academic integrity is vital to carrying out our school mission which involved helping all members of the school community become their best selves. Academic integrity enhances learning, allows students to take ownership of their work and their learning, and teaches them to respect and value intellectual property.

Stakeholder Responsibilities

All stakeholders are responsible for ensuring the school community practices academic integrity.

Students are expected to:
- Be principles and honest learners
- Demonstrate ownership of their work
- Reference the ideas of others in a way that is transparent and consistent
- Seek guidance from their teachers if they are unsure about proper practices
- Obey all instructions given for assignments and tasks
- Obey all instructions and rules given by exam invigilators

Teachers are expected to:
- support students in the development of the skills and habits that make them successful learners. As part of this responsibility, teachers use their professional judgment to select strategies that will assist students to complete their work in an academically honest manner;
- support the development of effective research strategies;
- be clear in their expectations for student behaviour during assessment activities and tasks;
- define plagiarism, and teach students the research skills that help them avoid plagiarizing (evaluating sources, note making, paraphrasing, proper citing of sources) so that students increase skills and confidence in submitting their own work for evaluation;
- use a variety of print and electronic resources to assist in the instruction of research skills;
- provide age-appropriate instruction about students' ethical responsibility to avoid plagiarism;

- create research assignments and tests that involve higher order critical thinking that engage students, therefore reducing the opportunities for students to plagiarize;
- avoid creating assignments that require students to simply gather facts on a topic without engaging in problem solving, making choices or reflecting;
- give students time to work on the assignment occasionally in class so that the teacher can assess, on an ongoing basis, the research skills students are developing, and can provide support as needed;
- ensure that assignments for evaluation, tests and exams are to be completed, whenever possible, under the supervision of a teacher;
- apply the procedures for dealing with instances of plagiarism consistently and fairly;
- in Grades 9-12, structure major research assignments so that process steps in completing the assignment (bibliographies, thesis statements, outline, notes, drafts) are required of the students and are assessed;
- clearly inform Grade 9-12 students of the consequences of plagiarism in the course outline distributed at the beginning of the course;
- model exemplary practices, ensuring that handouts and media used in class demonstrates adherence to current copyright and public performance laws.
- Use plagiarism detection tools, such as; turnitin.com to check student work for possible plagiarism and/or collusion;
- Assess all student work objectively;
- Review drafts and investigate final tasks that:
  o Contain unreferenced information
  o Contain language structure or work that does not appear to be representative of a student's usual work
  o Appear to contain fabricated or cherry-picked data
- To report and record instances of academic integrity breeches
- To practice academic integrity in their own work, such as lesson plans and class presentations

School administration is expected to:
- Ensure the academic integrity policy is available to all members of the CISK community
- Create a learning environment that values open, honest, and sincere research
- Educate and support students and teachers about the need for academic integrity
- Ensure all members of the school community adhere to the instructions given in regards to internal and external assessments
- Provide students and teachers with the resources and tools needed to practice academic integrity

Parents and guardians are expected to:
- Be familiar with CISK's stance on academic integrity
- Support the children in being open, honest, and sincere researchers
- Participate in the investigation process and respect the school decisions to instances of academic dishonesty

Education and Support

Teachers
All teachers encourage academic integrity by example and through instruction as an integral part of the curriculum. Although the consequences of perceived academic dishonesty need to be addressed, teachers focus on positively encouraging academic integrity.

DP Grades 11 and 12
The school organizes an orientation for students entering the DP in grade 11. During this information session, presentations, activities, and discussions are set up to explore many aspects of the DP and what students should expect and need to know as they start their two-year DP journey at CISK. A presentation specific to academic integrity in DP is given at this orientation.

All classes teach explicit referencing and citation tools specific to their subject areas. This is supported by the DP librarian who runs multiple workshops throughout the two years, most coinciding with major assessments like the Extended Essay.

Detecting Instances of Academic Dishonesty

If a teacher suspects a student has not acted with academic integrity, investigation may take the form of:
- Researching facts that are unfamiliar or searching the internet for phrases that seem out of the ordinary
- Having the student explain the submitted work or complete similar tasks under close supervision to demonstrate the work belongs to the student
- For DP assessments and tasks, using Turnitin

All investigations, evidence collected, and conclusions should be presented to the corresponding Coordinator, and they should attend any student or parent meetings with the teacher. (See reporting sheet – Appendix 1)

All instances of suspected academic dishonesty are recorded. Teachers may mention instances of academic dishonesty in student references to other schools and universities.

It is the intention of the CISK to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following process will be followed:

Investigation:

- When a teacher discovers evidence of plagiarism/cheating, the teacher will discuss the matter with the student(s) involved;

- The teacher will determine if plagiarism/cheating has occurred; and

- The teacher will complete the reporting form and meet with the appropriate Coordinator to review the situation or whether there may be a consistent pattern of academic dis-honesty.

Communication:

If the teacher confirms plagiarism/cheating has occurred:

- the teacher will inform the appropriate coordinator and principal/vice-principal of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences;

- the teacher will inform the student of the consequences of this instance of plagiarism/cheating; and

- the teacher will inform the parent(s)/guardian that plagiarism/cheating has occurred and the consequences of this action.

Consequences of Perceived Academic Dishonesty

The consequences for acting without academic integrity will be based on mitigating factors Including:
- the grade level/age of the student;

- the maturity of the student;

- the number or frequency of incidents; and

- the individual circumstances of the student.

Cases of accidental plagiarism or academic misconduct should be avoided by having a system in place in which teachers carefully give feedback on task drafts. Any problems discovered should be discussed with the student before a final draft is submitted. Students should work hard to ensure all referencing is correct before submitted work to avoid accidental plagiarism issues. Final submissions that contain plagiarism, whether accidental or deliberate, will not be assessed.

The procedure is as follows:
- If a semester or term grade is dependent on a particular task, no grade will be awarded. If this is the case, N/A will appear on ManageBac or the school report to indicate the student has not been assessed accompanied by a comment explaining the reason. This may have negative consequences should the student need the report for applications in the future.
- If the task is externally assessed or moderated, it will not be sent. Students who fail to meet the program requirements may be refused admission into the DP program

Consequences for Academic Misconduct

Grade 10-12 Students:
- <u>First recorded instance:</u> a meeting with the student, their guardians, coordinator and subject teacher will be set up in which the seriousness of the situation and potential repercussions will be addressed. The student is given advice on how to avoid academic malpractice in the future. At the discretion of the teacher, the student may be given an opportunity to redo the task so a grade can still be awarded
- <u>Second recorded instance:</u> no term grade will be awarded for that particular subject. A second meeting will be held with the student, their guardians, the coordinator, the

subject teacher and the principal to explain these consequences, to stress the importance of academic integrity once again, and to provide support.
- <u>Third recorded instance:</u> the student will be asked to leave the school, or if it is not practical, they will remain without being permitted to take final examinations. They will be awarded a certificate of attendance in place of a certificate of graduation.

Academic Misconduct During an Exam

The following misconduct during an exam is considered academic dishonesty:
- Copying answers from another student
- Allowing another student to copy answers
- Having notes pertaining to the tests in the vicinity of the exam
- Any form of communication that is not permitted during the test
- Bringing unauthorized materials into an exam

For all grades, the same procedures as stated for Grades 10-12 plagiarism will be followed for students who have engaged in such activities during exams.

Academic Misconduct During a DP Exam or on a Final DP Assessment

Should a grade 12 student be found guilty of academic misconduct during a mock or official IB examination the student will be reported to the DPC. The DPC will provide a written statement of the misconduct which will be shared with the student, and their family, and submitted to the IB. No grade will be awarded for the exam which will result in the student being unable to obtain the IB Diploma.

Should a DP student submit a final draft of an official IB assessment (external or internal) the same procedure will be followed. This will result in a "non-submission" of a course component and the student will be unable to earn the IB Diploma.

Student Appeals

All allegations of academic misconduct are to be investigated by the upper leaders of the school including the corresponding coordinator and principal or head of school. During the investigation, students suspected of academic dishonesty can appeal the allegation by providing a written statement from their perspective outlining what occurred. This will be reviewed at a follow-up meeting and kept on record. Despite the appeals process, the final decision regarding consequences and records is made at the discretion of the school.

Review of the Academic Integrity Policy

This policy was first written and published in 2016. It is reviewed on a yearly basis with teachers, leadership staff, and the head of school. CISK considers this document a living document and changes can be made as needed throughout the academic year.

Policy last updated: August 2022
Next review: August 2023

Common Questions Regarding Academic Integrity

- **Which citation style should students use?**

To avoid confusion, CISK has adopted the Modern Language Association (MLA) style of citation. Students in every subject should adhere to this standard and teachers should teach and support their students according to the rules outlined by the MLA. In the Diploma Programme, students and their teachers can work collaboratively to use other citation methods should both be comfortable. This is decided between students and teachers while working on their internal and assessment tasks.

- **Can students be assessed on material or tasks that have been completed for previous assignments?**

The answer to this is a definite no. This is referred to by the IB as "double dipping" and students cannot use anything they have previously submitted, or data they have previously gathered for another task, to contribute to another assignment. This includes, but is not limited to, tasks for subjects and the topic of an extended essay, texts read in group 1 and 2 courses, texts selected for internal assessments, data gathered for experiments or other assessments etc.

- **Can teachers award a grade of 0 for a task that contains academic dishonesty?**

No, a teacher cannot award a grade of 0 for a task because a student has not demonstrated academic integrity. Zeros are only awarded to tasks that do not meet the criteria or that are of too low quality to be awarded a score that is any higher. Instead, teachers will not award a grade at all, assigning a N/A for that task, and follow the steps outlined in the policy above regarding reporting and dealing with cases of academic dishonesty.

References
International Baccalaureate Academic Honesty Regulation;
Toronto District School Board Academic Honesty Policy;
Ottawa Catholic Board Academic Honesty Policy;
Ottawa-Carleton District School Board Assessment and Evaluation Policy;
Council of Independent Schools of Ontario.
Growing Success, 2010