



المدرسة الكندية الدولية

Academic Integrity Policy

Rationale:

CIS Academic Integrity policy stems from our school's vision that aligns with the IB philosophy and which aims to graduate principled, knowledgeable, and lifelong learners who practice ethical behavior, think critically to solve problems, and appreciate and respect varied perspectives on any issue.

Academic integrity is an important dimension in the authentic construction of meaning and learning in all IB programmes. Nowadays, ideas about learning and how knowledge is constructed have changed and students are expected to be active, constructive, independent, yet collaborative. Moreover, access to information through technological innovation has increased, and students are expected to provide evidence of their understanding from research, which will be evaluated against a clear criterion. Therefore, understanding academic honesty is an essential part of the learning process, as it allows students to act with integrity and honesty as they inquire. At CIS, we commit to the practice and education of academic honesty in all aspects of teaching and learning, helping our students to develop and reflect the IB learner attributes in all of their scholarly work.

To inculcate and maintain an ethical culture in our school, we need to ensure that all CIS members have the same understanding of what academic integrity is, what constitutes ethical conduct, and how to translate all this into behavior within and beyond the classroom.

To meet this end, practices are clearly communicated to all CIS community detailing the responsibilities of each member, be it teachers, students, and parents, all whose actions in support of academic honesty are integrated and consistent.

Responsibility of Stakeholders towards Academic Integrity:

CIS academic integrity policy ensures that the school's practices are transparent and consistent. The following is a description of the rights and responsibilities of all members of the school community, what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

Students:

- Become familiar with the CIS Academic Integrity Policy and IB requirements concerning academic honesty
- Develop research skills and study habits
- Develop positive behavior towards work
- Evaluate the usefulness of sources of information
- Be transparent about the ideas and work of others
- Are responsible for producing authentic work
- Respect and recognize the work of others by using proper citation and referencing
- Follow an appropriate citation and referencing protocol
- Develop ATL skills

Teachers:

- Familiarize students with their responsibilities towards academic integrity
- Set clear expectations for assignments
- Provide guidance to candidates on how to correctly cite sources
- Model the academic honesty policy and be role models of academic honesty and integrity
- Provide students with examples of good exam practice counterbalanced with examples of unacceptable practice
- Make use of electronic plagiarism detect engines when checking assignments
- Confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate
- Follow the set-out procedures of this policy in any case of academic honesty breach

Programme(s) Coordinator:

- Ensures that the school's academic honesty policy aligns with IB expectations and is periodically reviewed
- Ensures that students, teachers, and parents/legal guardians clearly understand the expectations regarding academic honesty
- Ensures that academic integrity policy and procedures are available to all stakeholders
- Provides professional development to teachers about academic integrity and academic honesty practices
- DP Coordinator agrees with teachers on the internal assessment deadlines calendar
- DP Coordinator ensures candidates and invigilators are provided with information about examination regulations
- DP Coordinator keeps records of each academic honesty breach situation and the consequences

Librarian:

- Familiarize students with research methodologies
- Train students on the fundamentals of academic integrity
- Train students on using plagiarism detection engines
- Provide students with examples of good referencing practice counterbalanced with examples of poor referencing/unacceptable practice

Parents:

- Encourage students to demonstrate their own work and thinking
- Recognize what constitutes a violation of the academic honesty policy
- Understand and support the academic honesty policy
- Cooperate and coordinate with the school in case of any breach to academic honesty

Academic Honesty in the Primary Years (PYP):

Creating a culture of integrity is a school-wide endeavor that starts from the early years. Teaching, learning and assessment practices work simultaneously to reinforce the concept of academic integrity. Therefore, teachers should create opportunities for students to engage in, employ, and develop the IB learner profile attributes and the students' approaches to learning at a level appropriate for the age of the student.

The following are some examples of academic honesty practices in the primary years with regards to the approaches to learning (self-management, social, communication, thinking and research skills). Teachers promote and reinforce these practices throughout the teaching process and for all work, including homework that students are asked to produce.

- **Culminating project:**
When students need to present a culminating project to parents, teachers discuss the importance of academic honesty by reminding them that if a student copies another's work or allows someone else to complete a project for them is a way of not maintaining academic honesty.
- **Group work:**
If students are working together in small groups and the teacher notices that one student is not participating, then the teacher has a one-to-one conversation with the student and encourages participation by asking questions and reminding the student of the importance of presenting his/her own ideas. The teacher then gently reminds the class of the essential agreements for group work and that every student should have a chance to offer new or different ideas that reflect the creativity and collaboration of the team. Teacher also reminds the students of the importance of practicing social, communication and thinking skills.
- **Presentation:** A student is working on the exhibition, and during the research process, a variety of sources, including books, blogs, internet videos and print articles were accessed. The student has used items from web searches as part of his visual presentation. Since the information is easily available, the student is confused whether or not all sources need to be documented. Teacher, media specialist, classmates and parents all remind him of the importance and meaning of academic honesty.
- **Creative work:**
When creating a video that features different forms of art, a student decides to use pictures, music and images that were found on the internet. While reviewing the rubric for the project, the student realizes that he has forgotten to cite the different musical and video sources that have been used. He talks with the classroom teacher who provides examples of an agreed way to reference the items.
- **Independent work:** To further develop skills related to academic integrity, the school's library/media specialist has chosen the key concept of responsibility and the PYP attitude of respect as a central theme. The library/media specialist leads discussions across grade levels about how authors create work, and the importance of respecting intellectual property. Students learn that they have the responsibility to cite sources beginning in Year 1. The library/media specialist explains that the sources are a "road map" for the students, and that it is important to acknowledge the author out of respect. Therefore, students are taught how to create a bibliography or a page of works cited.

Legitimate Collaboration in the Middle Years Programme (MYP)/ Diploma Programme (DP)

The Academic Integrity Policy is the responsibility of the whole school community. At CIS, Approaches to Learning (ATLs) play an integral role in helping students to collaborate legitimately.

When students work in groups and are required to submit individual pieces of work, it is essential they distinguish between collusion and legitimate collaboration.

CIS highly encourages students to collaborate in an acceptable manner. To reinforce this, we encourage our students to explicitly enforce the ATL Skill (collaboration) as a benchmark for what legitimate collaboration is.

Legitimate collaboration practices include students:

- Practicing empathy
- Delegating and sharing responsibility for decision-making
- Helping others to succeed
- Taking responsibility for one's own actions
- Managing and resolving conflict and working collaboratively in groups
- Giving and receiving meaningful feedback
- Advocating their own rights and needs
- Encouraging others to contribute

Collaboration is effectively working with others towards the same goal by exchanging and sharing ideas through teacher approved groups. Collaboration, when permitted by the teacher, is legitimate and permissible. It is crucial that teachers must be clear with assignment guidelines to specify what legitimate collaboration versus collusion is on any given task.

What is considered a Malpractice in the Middle Years Programme (MYP)/ Diploma Programme (DP)?

- **Plagiarism:** occurs when a student represents the ideas or work of another person as his/her own without crediting the source of the material. Even material that has been paraphrased in the student's own words is considered plagiarized material unless proper credit or explicit reference is given.
- **Collusion:** occurs when a student allows his/ her work to be deliberately copied by another student and submitted as part of that student's work.

Examples of collusion:

- Letting someone copy one's work or assisting in their cheating in any way. Both parties are at fault.
- Letting one's partner do all the work in a task, homework, class work or project and then putting one's name on the work submitted as if one had done an equal share of the work.
- **Duplication of work:** occurs when a student submits the same work for different assessment components, tasks, homework, and assignments in his/her internal or external.
- **Fabrication or Falsification of Data or Results:** occurs when a student present in a piece of work figures or data which have been made up or altered and which have no basis in verifiable and reliable sources.

- **Misconduct:** taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.
- **Communication about the content of an examination (External Assessment):** 24 hours before or after the examination with others outside their school community is also considered a breach.
- **Unfair practice:** any other behaviour which gains an unfair advantage for a student. For example, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, or failure to abide by the conditions of supervision designed to maintain the security of the examinations.

How to Avoid Malpractice in the MYP/ DP?

Students must:

- Use their own words.
- Write their understanding of what they read and studied.
- Try to make as much of their work as authentic as possible.
- Cite by giving credit when building upon the opinion or work of someone else
- Indicate where they found the information, both in the body of the written work and in the bibliography at the end.
- List all sources of information (internet web page, URL, journals, books, magazine articles etc.)
- Apply the MLA protocol.
- Keep records of where they found the information.
- Manage their time wisely.

Consequences of Malpractice in the Middle Years Programme (MYP)

The IB Middle Years Programme (MYP) requires strict adherence to the CIS Academic Integrity Policy. At the beginning of each academic year, students and parents will be requested to sign the MYP Honor Code, a document that reflects their understanding of the importance of Academic Integrity. **Refer to the MYP Honor Code.**

Any violation of the academic honesty will result in:

For MYP Students /Years 1-3:

- **First offence:** Students will be asked to redo their work. Parents/guardians will be notified and counseling will be given to further support their understanding of academic integrity.
- **Second offence:** Students will have to redo their work. A conference may be held with parents/guardians in addition to further support their understanding of academic integrity.
- **Third offence:** Students will receive no credit or grade for their work and will be required to complete an extra task on academic integrity. Parents/guardians will be fully involved at this point.

For MYP Students /Years 4 & 5

- **First offence:** Students will be asked to redo the work. Parents/guardians are to be informed verbally. A conference may be held with them.
- **Second offence:** Students will have to redo the work but will not receive a grade for it. They will also have internal detention. A conference will be held with parents/guardians as well as a written warning.
- **Third offence:** Students will receive no credit for their work and receive a second written warning. Students may have further sanctions ranging from internal suspension to being asked to withdraw from the school, depending on the severity.

Personal Project:

Due to the nature of the Personal Project, students must stay vigilant throughout the research and investigation process. Prior knowledge must be addressed, and all sources must be credited and cited. This includes all information gained during meetings with supervisors, conversations/interviews with specialists on the student's choice of subject as well as all collaborations with an outside source. This also includes information and data recorded in student's Process Journals.

Primary and secondary sources found in libraries or online databases must be properly cited using MLA 8. All paraphrased ideas or direct quotes from such sources must have the proper in-text citation alongside the bibliography or footnote citation.

Consequences for plagiarism (including accidental) is failure of the Personal Project. The IBO reserves the right to fail a student without first or second warning. Should a student fail their Personal Project, they will not receive their MYP certification by the IBO.

Consequences of Malpractice in the Diploma in-School Assessment:

The school treats academic dishonesty as a very serious matter. Therefore, the following steps are set to ensure consistency and fairness:

Work submitted by students shall be screened using "turn-it-in". According to the result and with reference to the table of the allowed percentage agreed on internally, teachers should abide by the following procedure:

First Incident:

- Teacher completes the malpractice form.
- A "Notice of Concern" will be issued to the student.
- Parents are notified of the incident.
- The student is required to reproduce the work again based on the teacher's remarks and feedback.
- If the first breach is part of an assessment, the student must restart the whole assessment by reproducing all activities and assignments related to the assessment from the beginning.
- The malpractice form is sent to the programme coordinator and the school principal.

Second Incident:

- Teacher completes the malpractice form.
- A "Warning Letter" will be issued to the student.
- The student receives a (0) on the assignment or assessment.

- The form is then sent to the programme coordinator and the school principal.

Third Incident:

- Teacher completes the malpractice form.
- Student must respond to the incident, and the programme coordinator and school principal must approve the consequence and sign the form.
- The student receives a (0) on the assignment or assessment.
- Student needs to re-sit the entire unit under the supervision of teachers.
- A report will be sent to the parents.
- In case of any recurrences, student fails the subject, and in some cases, may be expelled from school

Consequences of Malpractice related to IB assessment:

The following is a description of the consequences related to malpractice associated with student work that counts to the award of his/her final diploma:

1. Internal Assessment, Extended Essay or Theory of Knowledge:

If school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation will be resolved as follows:

Stage 1:

If draft version of student work is identified as not authentic, the student is asked to rework or complete a new piece of work. School malpractice internal consequences will apply.

Stage 2:

If final version of student work is identified as not authentic, the work is not accepted for assessment and no rework is permitted. In the case of internal assessment, an “F” is entered by the school. For TOK and extended essay, the work is indicated as “non submission” on IBIS.

2. IB exams:

If a student takes any unauthorized materials into the examination room, write offensive or obscene and/or irrelevant comments, doesn't follow the instructions during the exam, or assist other students to commit academic misconduct, the situation will be resolved as follows:

- The candidate will be allowed to complete the exam.
- The student's examination script will be submitted for assessment as usual.
- The IB coordinator informs the school principal and the students' parents.
- The IB coordinator will investigate the incident. The investigation involves: interviewing the candidate, collecting written statements from involved personnel, collecting relevant evidence.
- The IB coordinator reports the incident to the IB relevant section and submit the relevant documentation pertinent to the case. The candidate is allowed to complete the rest of Diploma exams.
- The IB makes the final decision concerning the incident consequences.

3. Investigation of student academic misconduct (IB involvement):

In case the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct, an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case.

Remarks:

- CIS adopts the MLA citation protocol.
- CIS will utilize all possible and available resources to train students on the implementation of the academic honesty policy through units of study.
- Subject teachers have the right to take all necessary arrangements in case there is a breach of the academic honesty policy; Subject teachers should refer to the programme coordinator; In addition, an email is to be sent to the parents informing them of the breach.
- In case of an extreme breach of the policy, or in case of repetitive breaches, parents will be called for a meeting with the programme coordinator where they will be briefed of the case and informed of the consequences.
- Use of Calculators in DP Examinations DP:
DP students should abide by “The conduct of IB Diploma Programme examinations” document and the school should ensure that all calculators used in examinations comply with the IB regulations.
- Conditions of use of Graphic Display Calculator:
 - The RAM memory must be completely reset.
 - The ROM memory must be initialized.
 - Any devices with unrestricted/candidate accessible Wi-Fi functionality are not permitted.
 - Candidates are not allowed to use or store data/notes, programs or flash (ROM) applications (APPs) in their calculators which may assist them in examination by removing the need to recall facts or formulae. Such an action will be considered a violation of academic honesty.
 - Calculators which are not recommended models by the IB are not allowed.

CIS Academic Integrity Policy Review Cycle

The Academic Integrity Policy is reviewed every 2 years based upon feedback collected throughout the review cycle. CIS Academic Integrity Policy is designed and studied to be in line with the Standards and Practices of the International Baccalaureate programmes.

The Academic Integrity Policy has been developed by the three sections of the school involving programmes' coordinators and teachers with the intent of constant future discussion and revision of each component.

Bibliography:

International Baccalaureate. *Academic honesty in the IB educational context*, Cardiff 2014.

International Baccalaureate. *Academic honesty: guidance for schools*, Geneva, 2003.

International Baccalaureate. *Academic integrity*, Cardiff, 2019.

International Baccalaureate. *Conduct of examinations booklet 2020*, Cardiff, 2019.

International Baccalaureate. *From Principles into Practice*. Cardiff, 2015.

International Baccalaureate. *MYP: From principles into practice (for use from September 2014/January 2015)*, Cardiff, 2017.

International Baccalaureate. *Projects guide (for use from September 2014/January 2015)*, Cardiff, 2018.