

CIS Beijing

Academic Integrity Policy

CISB Academic Integrity POLICY Policy No: CISBP06

Subject: **Academic Integrity**

Effective date: **March 21st, 2012**

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Revised by: Policy Review Committee

CIS Beijing Guiding Statements

SCHOOL MISSION

Developing Learners into Passionate Leaders

SCHOOL VISION

Compassionate
Inquisitive
Successful
Balanced

SCHOOL VALUES

Community
Integrity
Resilience
Respect
Trust

SCHOOL MOTTO

Together is Better!

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SECTION ONE: Purpose

This Academic Integrity Policy assists in the evaluation of academic malpractice for the students attending the Canadian International School of Beijing.

SECTION TWO: Application

This policy applies to all students in the school.

SECTION THREE: Academic Misconduct

Collusion: Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of work: the presentation of the same work for different assessment components.

Malpractice: Any practice that subverts the principles of academic honesty (for example, plagiarism or collusion).

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Please note: Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections). (IBO Middle Years Programme MYP: From principles into practice)

SECTION FOUR: Expectation of Students, Teachers and School

Supporting Academic Integrity

School Leadership will

- Ensure that the faculty, students, and parents receive and acknowledge the Academic Integrity Policy
- Contribute to a school-wide environment of respect and trust by incorporating the IB Learner Profile into all aspects of learning and teaching to develop academic integrity and fairness at all levels of the school
- Support teachers in their understanding, interpretation and enforcement of the Academic Integrity Policy

Coordinators will

- Develop systems to maintain accurate records of investigations and violations of the Academic Integrity Policy
- Through transparent practices, ensure a fair application of the Academic Integrity Policy applied consistently at all levels of the school
- Work with teachers, ensuring they have an understanding of the application of Academic Integrity Policy as it would apply to the appropriate grade level
- Contact the student's parent or guardian regarding a violation of the Academic Integrity Policy

Parents will

- Discuss student responsibility as it pertains to the CISB Academic Integrity Policy with students to ensure understanding and respect for assessment practices
- Encourage students, through a partnership with CISB staff, to maintain high standards of integrity, honesty, and personal responsibility when engaging with assessment
- Support faculty and administration in the investigation and consequences of academic misconduct, acknowledging the fairness of the process

Teachers will

- Incorporate into the CISB curriculum, an understanding of honesty, trust, fairness, respect, and responsibility as the five fundamental aspects of academic integrity, and explicitly teach each of these aspects across the units of study in the PYP, MYP, and DP
- Make sure that students are able to locate the school's academic integrity and honesty policy, explaining the value of honesty in scholarly work, referencing the Learner Profile and ATL as appropriate for the grade level
- Explain that transgressions to the school's academic integrity policy are not only a breach of trust, but will not be tolerated and explain the consequences
- Incentivize honesty by devoting teaching time for students to practise referencing cited work as appropriate for the grade level
- Provide guidelines to ensure each student understands that CISB

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- embraces fair and transparent assessment practices and opportunities for students to submit multiple drafts of the final tasks, essays or other assessments, providing feedback at each stage of the process
- Plan for activities that highlight for students different forms of plagiarism, or other forms of malpractice to allow them to identify a variety of forms of malpractice
 - Explain that questionable or unreferenced content of the task will be cross-referenced using the appropriate tools including the Internet
 - Role model fairness, giving others credit for their work every day in your teaching
 - Communicate clearly to students the expectations and responsibilities for all assessments
 - Develop, model, and sustain responsible assessment/research practices within the classroom setting and during office hours
 - Report violations of the Academic Integrity Policy to appropriate coordinators
 - Provide the appropriate coordinator/administrator with information for the investigation of the academic integrity of the work

Students will

- Demonstrate responsibility for their learning by reviewing CISB's and the IB's policies on Academic Integrity.
- Demonstrate respect for the policies of CISB by reporting breachers of academic integrity them to their teachers and Programme Coordinators
- Demonstrate responsibility through the completion of all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- Demonstrate personal honesty by giving credit to all used sources in all work submitted at CISB for assessment in written and oral materials and/or artistic products
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- Demonstrate responsibility by refraining from giving undue assistance to peers in the completion of any assigned work
- Demonstrate honesty, academic integrity, and respect in all aspects of their work

- Responsibly and fairly ask for assistance as appropriate from teachers, seeking no advantage over other students
- Model research skills through citation of sources in the prescribed manner
- Engage in all assessments in a trustworthy manner that displays honesty, demonstrating integrity in the assessment process
- Honestly report any violations of the Academic Integrity Policy

The above student expectations will be reviewed as appropriate for the grade level by teachers who will provide appropriate feedback on these expectations.

SECTION FIVE: Appeals

Should a student, parent or guardian choose to question an investigation of academic malpractice;

- They have the right to do so to the appropriate coordinator
- The coordinator with the support of the school administration will review all aspects of the investigation of academic malpractice
- This may include, but not be limited to the review of documentation, interviews with the appropriate parties involved in the incident in question, a review of security footage etc.
- The coordinator and school administration will make a final decision after reviewing all evidence
- The decision will be communicated to the student and parent/guardian in a timely manner
- Any further steps will be communicated to the student and parent/guardian at that time

SECTION SIX: Expectations – Citing Work

The expectations when citing the work of others.

Kindergarten to Grade 3: With teacher support, students acknowledge the ideas of others.

Grade 4: Students will begin to independently acknowledge the work and ideas of others.

Grade 5: Students will independently acknowledge the work and ideas of others.

Grade 6: Students are expected to list the sources they used. Students should appreciate that knowledge is built and comes from sources (books, websites, personal interviews, etc.). Students must paraphrase the source material.

Grade 7: Students are expected to complete the list of sources in the form of a Works Cited in MLA format. These sources do not need to be cited in the work or referenced in-text. Students must paraphrase the source material.

Grade 8: Students are expected to complete a Works Cited in MLA format and give credit to the source in the body of the project. The in-text referencing may not be in MLA, but students appreciate where in-text references go and why. Students must paraphrase the source material.

Grade 9-10: Students are expected to complete in-text and the Works Cited in MLA.

Grade 11-12: Students are expected to complete in-text and the Works Cited in MLA. Students are expected to understand the implications and consequences of academic malpractice in IB examinations/coursework.

SECTION SEVEN: Breaches of Academic Integrity

Primary Years Programme – PYP

Grades 1 to 5

Students who struggle to meet the requirements of the expectations listed above will be supported by teachers. This will be looked upon as an opportunity to teach ATL skills and help the student develop their understanding of academic honesty.

The classroom teacher, PYP Coordinator and other appropriate members will support the student's understanding and growth in this area.

Middle Years Programme – MYP

Grades 6 to 10

- *First offence* – If it is determined by the teacher, and in consultation with the MYP Coordinator and Department Head, that there is a case of

malpractice, the teacher will assign mandatory office hours and will support the student in resubmitting the assessment.

Office hour sessions will include coaching on academic integrity and skill development in citing sources, etc.

At the teacher's discretion, the student will either resubmit the same assessment, or be given a different task that addresses the same standard.

The teacher will write a letter to the student's parent(s)/guardian(s), outlining the incident and how it has been dealt with. The teacher will inform the Department Head and MYP Coordinator.

- *Second offence* – If it is determined by the teacher that there is a case of malpractice for a second time in any subject area, in the same academic year, the teacher will assign mandatory office hours and will support the student in resubmitting the work for assessment.

Office hour sessions will include coaching on academic integrity and skill development in citing sources, etc.

The teacher will write a letter to the student's parents, scheduling a meeting with themselves, the MYP Coordinator, the student and the parents.

- *Third offence* – If it is determined by the teacher and the MYP Coordinator that there is a case of malpractice for a third time in any subject area, in the same academic year, the teacher will assign mandatory office hours and will support the student resubmit the work for assessment/re-sit the test. The teacher will provide formative feedback for the assessment. The student will receive a zero (0) for this assessment.
- Office hour sessions will include coaching on academic integrity and skill development in citing sources, etc.
- The teacher will write a letter to the student's parents, scheduling a meeting with themselves, the MYP Coordinator, the student and the parents.

SECTION EIGHT: Works Cited

- Diploma Programme Assessment Procedures. International Baccalaureate Organization, 2018.
- Programme Standards and Practices: International Baccalaureate Organization, 2020.
- PYP: From Principles into Practice. International Baccalaureate Organization, 2018.

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- MYP: From Principles into Practice. International Baccalaureate Organization, 2022.
 - The Diploma Programme: From Principles into Practice. International Baccalaureate Organization, 2015.

SECTION NINE: Approved By

Approved by: Douglas K. Prescott
Head of School/AKD Academic Superintendent