

CFIS ACADEMIC HONESTY POLICY

19 March 2018

1. RATIONALE

CFIS students' primary responsibilities are to engage with the content presented to them in class and to demonstrate their understanding of this content to the best of their abilities. In order to meet the needs of each student and assess progress, teachers expect that assignments and tests represent an accurate picture of that student's own performance. Administrators, faculty, students, and families are all important contributors to upholding academic integrity in our school community. This policy will provide a consistent framework to guide the learning process for staff and students.

"IB programs encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. **Academic honesty** is making knowledge, understanding and thinking transparent" (*Academic Honesty in the IB educational context*, 2014).

Opportunities for misuse of resources are greater than in the past. We expect CFIS and IB students to be principled and to act with integrity and honesty. "They should be content creators, not content imitators" (IB Poster: *Are you completing your IB assignments honestly?* 2016).

Definitions:

- **Plagiarism** comes from the Greek root word which means "kidnapping" and is the theft of someone else's ideas, words, or other without clearly acknowledging the creator and using that material as one's own. Plagiarism includes an exact copying or rewording of another's work, paraphrasing, partial quotation or summarization of another's work without properly acknowledging the creator of the original work. Plagiarism includes copying any of the following without limitation: tests, homework, research, speeches, presentations, programs, class assignments, lab reports, graphs, charts, essays, compositions and term papers.

Plagiarism is a form of intellectual and academic dishonesty that can be done intentionally or unintentionally. Intentional plagiarism is the deliberate presentation of another's work or ideas as one's own. Unintentional plagiarism is the inadvertent presentation of another's work or ideas without proper acknowledgement because of poor or inadequate practices. Unintentional plagiarism is a failure of scholarship; intentional plagiarism is an act of dishonesty. A student's intent is not taken into account if the IB investigates an alleged breach of regulations.

Examples include but are not limited to:

Downloading information from the Internet or other source and submitting it as one's own work

Submitting as one's own work that which is copied or translated from another source.
Using an internet translator to complete work required for a course.

The International Baccalaureate defines plagiarism as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The IB uses plagiarism detection software to identify when this occurs. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

- **Cheating** is the deliberate or attempted use of unauthorized materials, information, technology, study-aids as well as giving or receiving improper assistance. The student is responsible for consulting the teacher regarding whether group work is permissible on assignments, projects, tests, or other academic exercises.

Representing or attempting to represent oneself as another, or attempting to have oneself represented by another academic endeavor, constitutes cheating. Forging of signatures and/or falsifying or altering grade-related documents, programs or information, is considered cheating.

- **Collusion** occurs when a single version of a report is presented by a number of students as their own individual work. This occurs mostly during group work which is a key element in many subjects. Collusion occurs when this goes beyond collaboration. It also occurs a student supports academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another. Thus, students are expected to present assessments in their own words and acknowledge the words or ideas of others when collaboration has occurred.
- **Duplication of work:** The presentation of the same work for different assessment components and/or subjects. For IB students, this applies to students also submitting the same piece of work for different IB diploma requirements.
- **Academic misconduct**, according to the International Baccalaureate Organization, is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Categories of academic misconduct are: plagiarism, collusion, and misconduct. Example of misconduct include taking unauthorized into an examination room, disruptive behaviour during an examination, communicating with others during the examination, and communication about the content of an examination.

2. STUDENT RESPONSIBILITIES

Students should be content creators. In any work that students submit for assessment, they should make sure that information they have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher.

3. TEACHER RESPONSIBILITIES

Teachers will lead a discussion within the first few weeks of each course identifying expectations with regard to the academic honesty policy, giving examples of academic misconduct in their course, and providing some tips on how to avoid academically dishonest behaviours. It is recommended that teachers reiterate some of these points every time a major academic task is assigned. Teachers should serve as role models by making sure all shared materials (handouts/presentations/etc.) are correctly referenced.

4. SCHOOL RESPONSIBILITIES

Administrators, faculty, students, and families are all important contributors to upholding academic integrity in our school community. In-service training on this topic will help ensure consistent messaging from our faculty regarding the intention and application of this policy. Consequences will be cumulative for all junior high courses but do not carry over to the high school. The principal will arrange a meeting with the student, student's parent/guardian, and the teacher when incidents of academic misconduct occur. The principal will record the incidents in a confidential document that may be consulted by the teachers.

5. PARENT RESPONSIBILITIES

Parents are encouraged familiarize themselves with the policy (definitions, appeals, consequences).

6. AGE-APPROPRIATE GUIDANCE ON EXPECTED BEHAVIOURS, EXAMPLES OF GOOD REFERENCING, AND GOOD EXAM PRACTICE

Some areas that our school will address to different age groups include:

Junior High:

- In early- and mid-adolescence, many students also experience increasing personal, family and peer pressure to achieve and perform. In this context, academic honesty must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment.

- Use of the process journal and time in class to complete long-term assignments are used increasingly

Senior High:

- Academic honesty becomes the sole responsibility of the student; however, open dialogue and expectations for research are modelled and taught as positive behaviours (Source: *Academic Honesty in the IB Educational Context*, 2014).

7. PROCEDURE: REPORTING, CONSEQUENCES, RECORDING AND MONITORING

An IB Diploma student found to be guilty of academic dishonesty may not be granted his or her IB Diploma.

Consequences will be cumulative for all junior high (grades 7-9) courses but do not carry over to the senior high school.

1st Incident:

- A. The teacher will meet the student to ask him/her for an explanation.
- B. The teacher will meet with the principal and appropriate curriculum leader to discuss the incident and determine the appropriate next steps.
- C. The principal will arrange a meeting with the student, student's parent/guardian, and the teacher. The principal will record the incident in the school data system.
- D. The principal and curriculum coordinator will review the student's eligibility to receive honour roll and other academic and/or character-based awards.
- E. There are two different consequences based on the student's grade level:
 - Junior High: The student will attend a "proper referencing techniques" clinic and then be reassessed within the next five school days. An alternative format of assessment may be used - to be determined by the teacher.
 - Senior High: The student will be reassessed within one school day. Afterwards the student will attend a "proper referencing techniques" clinic.

2nd Incident:

- A. Steps A, B, C and D from the first offense will be followed.
- E. Two different consequences based on the student's grade:
 - Junior High: The student will be reassessed within three school days. The student will also prepare and deliver a presentation on the topic of proper referencing techniques to younger students.
 - Senior High: The student will be reassessed at the end of the school day, within a 60-minute period. Also, the student will serve an in-school detention for the duration of the next Professional Development Day.
- F. The principal will notify the student and parent in writing that any future infraction in any class will result in removal from the class in which the third infraction occurs.

3rd and Any Subsequent Incidences:

A. Steps A, B, C and D from the first offense will be followed.

E. Two different consequences based on the student's grade:

- Junior High: The student will be reassessed within one school day.
- Senior High: The school administrator will remove the student from the class. The student will earn no credit in this class.

Appeal Process: The student and his/her parent/guardian have recourse in the event that the individual's right to due process may not have been upheld. Issues related to the appropriateness and levels of discipline imposed are not subject to appeal. All consequences for the alleged offense will remain in effect during the appeal process.

1. A student and/or his/her parent/guardian may formally appeal an alleged violation of due process related to an Academic Integrity Policy violation in writing to the Head of School within five school days of their notification of the teacher's decision.
2. The Head of School will render a decision on the appeal in writing within five school days of receipt of the written appeal.
3. If a student/parent/guardian disagrees with the decision of the Head of School, that individual may appeal the decision in writing within five school days to an Appeals Board through the Head of School. The panel will consist of a principal not currently assigned to the student, a current instructor of the student but not of the class in which the infraction occurred and another instructor who has not had the student in class. The Appeals Board will review the appeal within five school days of receiving the request. The decision of this body is final.
4. In the case of a second semester senior where the result of an appeal may affect the student's graduation from high school, the appeal will go directly to the Appeals Board and will be heard within one school day following receipt of the written appeal.
5. In order to change a consequence, all members of the Appeals Board must agree. Without unanimous agreement, the consequence stands.

8. THE RIGHTS OF THE IB STUDENT, IF SUSPECTED OF A BREACH OF ACADEMIC HONESTY

Rules mentioned in the *IB General Regulations: Diploma Programme 2016* will apply to cases where IB students at CFIS are involved in academic dishonest practices. Consequences included the possibility of not receiving a passing grade in a course and also the possibility of not being awarded the IB Diploma.

9. POLICY ON THE REVIEW OF THE POLICY

This policy, created collaboratively by the secondary division curriculum leaders in January 2018 should be reviewed every three years.

REFERENCES:

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CFIS Secondary Division Curriculum Leaders/ January 2018