

CIMS Academic Integrity Policy

Corwin International Magnet School

-Updated February 21, 2024-

Corwin International empowers all students to be globally minded life-long learners through meaningful, rigorous learning experiences that result in academic growth, social-emotional development and success in all future endeavors.

Philosophy and Purpose

The purpose of this document is to inform the Corwin International Magnet School community about our philosophy on academic integrity including the rights and responsibilities of stakeholders, instructional practices, and consequences of misconduct.

Misconduct may take many forms, but is almost always typified by the submission of work that has not been produced by the student concerned. The growth of this form of academic misconduct has many causes: free access to academic essays over the internet; easy access to artificial intelligence (AI) tools; the pressure of examinations; and increased competition for university places all play a part in leading some students astray. The problem of academic dishonesty is one that the school must address: it is in everyone's interest to maintain the academic integrity of the school. While there may be only a very small minority of students who would attempt to submit academically dishonest work, the consequences of that dishonesty could be very damaging for the school and, therefore, for all our students.

Rights and Responsibilities of Stakeholders

It is the responsibility of the CIMS staff to review the Academic Integrity Policy annually, communicate the expectations of the Academic Integrity Policy to stakeholders and educate students about academic integrity and the consequences for academic misconduct. It is the responsibility of students and parents to read and understand the CIMS Academic Integrity Policy and adhere to the fundamentals of academic integrity at all times.

5 fundamentals of Academic Integrity and Related Instructional Practices

Honesty, trust, fairness, respect and responsibility are the 5 fundamentals of academic integrity according to the International Baccalaureate Programme Standards and Practices (2022, Culture 3.3, p. 11). To promote these fundamentals, CIMS staff will teach students why academic integrity matters, how to appropriately use or re-use another's intellectual property including the use of AI software, and their rights as creators. Students in the PYP and MYP will be taught, with media support, about the severity of plagiarism. The PYP and MYP teachers are committed to teaching students to be principled while reporting research, however, students at CIMS are just learning to cite sources as a "developing" skill. The format and complexity of source citations will be scaffolded from 4th through 8th grade at a developmentally appropriate level.

Misconduct and Consequences of Misconduct

Plagiarism Defined

Students at Corwin International Magnet School will explicitly be taught how to acknowledge their sources of information. Submitting an assignment that has been copied from a book, article, the internet, from another student

without permission or acknowledgment, or written by AI software is called plagiarism. It is unethical and unacceptable for a student to engage in any of the following actions:

- submit an essay written in whole or part by another student as if it were his own
- download an essay from the internet or AI software, then quote or paraphrase from it, in whole or in part, without acknowledging the original source or obtaining permission to use it
- restate a phrase verbatim (word for word) from another writer without acknowledging the source
- paraphrase part of another writer's work without acknowledging the source with a citation, footnote or endnote
- reproduce the substance of another writer's ideas without acknowledging the source
- cheat on tests or quizzes through the use of hidden notes, viewing another student's paper, revealing the answers on his own paper to another student, through verbal communication, sign language, or other means of storing and communicating information, including electronic devices, recording devices, mobile phones, headsets and laptops
- copy another student's homework and submit the work as if it were his own
- have another person, for example a tutor or parent, do parts or all of his assignment

Cheating comes in many different forms and the list above is not exhaustive.

Plagiarism Detection and Prevention

There are a number of methods for determining if plagiarism has occurred. According to the IB (2023) "Teachers are the best placed to know what a student is capable of and when a piece of work appears not to have been written by that student" (pg. 54). In addition to the teacher's professional judgment, other tool include but are not limited to:

- Asking a student to explain and support their work sufficiently
- Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines
- Searching Library full text databases for text taken directly from a journal article
- Searching research papers available for purchase via "paper mills"

Any work submitted by a student may be checked for plagiarism, including through an electronic system, and be held in the database for future matching purposes and protection of his work against copying by others.

Consequences

According to the CIMS Classroom Discipline Matrix (2024), any instance of plagiarism or academic misconduct is considered teacher managed behavior. The first academic misconduct incident results in an automatic parental contact by the teacher, a review of the academic integrity policy with the student and the requirement to redo the assessment with fully authentic quality. More than one offense results in a referral with recommendation for progressive discipline.

Appeals Relating to the Consequence for Misconduct

Appeals relating to the consequence for malpractice appropriateness should first be directed first to the classroom teacher. If further resolution needs to occur, then an appeal should be directed in writing to the assistant principal by the student or his parents. The assistant principal along with the teacher will review the incident. The administration will communicate the decision to the student and parents.

Electronic Submission of Assignments or Assessment Tasks

In the case of all homework and assessment tasks completed at home, the student should keep a good copy of the submitted task. The copy can be produced on request, and will provide the student with security against loss of or damage to the submitted copy. It is also important that students ensure the security of their work prior to its completion by ensuring that secure backup copies are made. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

At some times, students may be instructed or permitted to submit tasks electronically. When this is required or permitted, the task may be submitted according to the process established by the teacher. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
3. Being a one to one school and understanding that submission of work electronically can pose issues with space, versions, and email systems, the teachers will work with students as much as possible. Electronic evidence, such as timestamp, can serve as evidence of task submission in the event there is a problem with task submission.. Abuse of this criteria, such as submitting blank documents, will be considered misconduct.
4. Although it cannot be guaranteed, the school will make every endeavor to ensure the safe return of submitted media.
5. Computer failure may not be taken as a valid reason for the late submission of an assignment. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed draft copies.

Communication and Review of the Academic Integrity Policy

All policies in relation to the implementation of the IB program are available on the school's website. Review and revisions of the Academic Honesty Policy will take place annually. This document will also be reviewed by the PYP and MYP Education Team based on the School Policy Review Cycle. This policy is a living document that may be updated due to change in laws or policies as needed.

References

- International Baccalaureate Organization. (2023). Academic integrity policy. International Baccalaureate Organization. Retrieved from https://resources.ibo.org/data/academic-integrity-policy_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-policy-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf
- International Baccalaureate Organization. (2022). Programme Standards and Practices. International Baccalaureate Organization. Retrieved from https://resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf
- CIMS. (2024). CIMS Discipline Consequence Matrix. Corwin International Magnet School.