



MISSION AND CORE VALUES

OUR VISION

- Providing world-class education.

OUR MISSION

- To empower students with a holistic, rigorous and international education for success in an everchanging world.

OUR PHILOSOPHY

- To be recognized by the success of our students in achieving their personal goals.
- To make student development the center of all school decisions.
- To aspire to the highest internationally recognized performance standards.
- To build and celebrate a culture based on internationalism.
- To enable staff to become life-long learners through the development of their professional practice.
- To offer opportunities for all students, and provide them with a quality education that meets their needs.

OUR CORE VALUES

- Achievement: I can take pride in all that I do.
- Collaboration: I can work with my classmates to be excellent.
- Integrity: I can make good choices.
- Respect: I can be kind to my friends.
- Responsibility: I can be in charge of my actions.
- Innovation: I can take creativity and imagination to the next level.

OUR BELIEFS

- We believe that a healthy mind and body, a positive attitude and behavior help one focus and learn.
- We believe in the pursuit of excellence while balancing the academic, aesthetic and athletic facets of education.
- We believe that teamwork between students, teachers, parents and the community is critical to the overall learning process.
- We believe in encouraging students to take pride in their achievements and applaud others' achievements.
- We believe that internationalism is vital for holistic education.
- We believe that effective teaching in a safe, positive school environment enables children to develop academically and socially.

OUR MOTTO

- Community | Innovation | Success





ACADEMIC INTEGRITY POLICY FOR GRADES 11 AND 12

The IB Learner Profile is embedded in Collegiate International School's daily life. CIS students are:

- Inquirers – who acquire the skills necessary to conduct inquiry and research.
- Knowledgeable – who explore concepts, ideas and issues.
- Principled – who act with integrity and honesty, take responsibility for their own actions.
- Open-minded – who are accustomed to seeking and evaluating a range of points of view.
- Risk takers – who are brave and articulate in defending their beliefs
- Thinkers – who use critical thinking processes to analyze situations and make ethical judgments.
- Communicators – who express themselves confidently and creatively in more than one language
- Caring – who show empathy, compassion and respect.
- Balanced – who understand the importance of intellectual, physical and emotional wellbeing.
- Reflectors – who thoughtfully consider the world and our own ideas.

These qualities when applied to learning and student work will establish skills and behavior, which support academic honesty.

Academic Honesty is a set of values that promotes personal integrity and good practice in teaching, learning and assessment. Whenever possible the topic should be treated in a positive way, stressing respect for the integrity of all forms of assessment. All students are made to understand the basic meaning and significance of academic honesty regarding authenticity and intellectual property as well as proper conduct in tests and examinations.

Teachers will make students aware that all forms of intellectual and creative expression must be respected and that unauthorized use of the same is illegal. All assignments, written or oral, completed by a student for assessment must wholly and authentically use their own language and expression. Where sources are used, they must be fully and properly acknowledged. Teachers are responsible for ensuring that students receive guidance on how and when to include acknowledgements.





Malpractice includes:

1. **Plagiarism:** representing ideas or words of another person as one's own.
2. **Collusion:** supporting malpractice by another student.
3. **Duplication of work:** presentation for the same work in different assessment components.
4. **Any behavior** that gains an unfair advantage for the student or disadvantages another student.

While for the most part students produce assessed work independently with support from the subject teacher, there are occasions when collaborative work is encouraged. Nevertheless, the final work must be produced independently even if based on the same data.

It is the responsibility of each teacher to confirm that, to the best of their knowledge, all work accepted for assessment is the authentic work of each student. Teachers are expected to detect plagiarism and support the school's policy on good academic practice.

Ultimately it is the student's own responsibility to ensure that all work submitted for assessment is authentic, with the sources of information fully and correctly acknowledged. Students are expected to comply with all internal school deadlines as this may allow time for revising work that is of doubtful nature.

The following constitute malpractice during examinations:

1. Taking unauthorized material into the room.
2. Disruption or distracting another candidate.
3. Exchanging or supporting the exchange of information relevant to the examination.
4. Copying.
5. Not following instructions during the exams.
6. Stealing an examination paper.

A Policy Statement

At Collegiate International School, we place a high value on honesty, and this extends to work submitted for assessment. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter. Parents need to be made aware of the policy as it applies to the relevant year group. This policy should be read and signed by the parent.





The expectations are as follows:

Grades 11 & 12

All students taking the IB Diploma are subject to the **Diploma Programme General Regulations**, which state:

Article 9: Responsible and Ethical Behavior

Candidates are required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and examinations. Candidates must avoid any form of malpractice.

The definition of malpractice appears in article 24:

The IB defines malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Malpractice includes:

- ✓ **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- ✓ **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

The consequence of malpractice is presented in article 25, item 5:

If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. *No diploma will be awarded to the candidate.*

The academically honest student:

Does

- Document source material in a formal and appropriate manner.
- Use direct quotations appropriately.
- Understand the concept of plagiarism.
- Understand the consequences of cheating regarding both school-based work and external examinations and assessments.
- Acknowledge explicitly and appropriately any help provided by another person.
- Follow all exam rules.





Does Not

- Copy the internal assessment work of other students.
- Give another student his/her work to copy.
- Use notes during a test unless allowed by the teacher or permitted by the examination rules.
- Does homework for another student.
- Present material written by another student as his/her own.
- Purchase and submit pieces written by someone else.
- Write essays for other students.
- Present artistic or creative work in any medium that has literally been reproduced except in a manner allowed by the teacher or permitted by the examination rules.

In a cohesive and comprehensive way, teachers and librarians will provide instructions in:

1. The rules for acknowledging source material based on standard practice (regarding such areas as footnotes and bibliographies);
2. Research writing techniques;
3. Data gathering techniques;
4. The planning, preparation and execution of research writing assignments;
5. Considering bias in reference material.

Consequences - General

- Work that is deemed to be academically dishonest will receive zero as a grade; (though the teacher may give some feedback to the student allowing him to resubmit, at the discretion of the teacher).
- This zero is likely to have a seriously detrimental effect on a semester grade.
- In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with.
- A copy of this letter will be forwarded to the appropriate Coordinator and will be retained in the student's file.

If there is a second instance of academic dishonesty again the piece of work will receive no marks.

In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the appropriate coordinator and the Deputy Head of Secondary. This panel will try to discern whether there was a clear attempt to deceive on the part of the student.





COLLEGIATE INTERNATIONAL SCHOOL

Academic Integrity policy



- Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student not be put forward as a DP candidate (as appropriate).
- Subsequent instances of academic dishonesty will put at risk the student's place in the school. In the case of malpractice during an internal school exam, the student will be removed from the examination room and will receive no grade for that paper. This will adversely impact the student's term report.

Consequences – Diploma

For normal class and home assignments the general consequences (above) will apply.

For internally assessed components

- Work that is deemed academically dishonest will be returned to the student; provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.
- If the deemed work is not handed in within the deadline it will not be assessed, and a student will automatically receive no internal assessment marks.
- This will automatically result in a loss of grade in the subject and consequently loss of the diploma.
- The student will be allowed to resubmit the piece in the following examination session.

For externally assessed components (Extended Essay, Written tasks, World Literature, TOK)

- Students must submit outlines and drafts as per the school's internal deadlines.
- The topic must not be changed, or new material introduced without the knowledge of the supervising teacher.

Work that is deemed academically dishonest will be returned to the student, provided it has been handed in within the internal school deadline, and the candidate will be given time to resubmit at the discretion of the teacher.

- If the student refuses to comply the teacher will refuse to sign the declaration of authenticity and the matter is reported to IB by the DP Coordinator.
- In such a case the student will not receive a grade and will automatically fail the Diploma.



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- The student will be allowed to re-submit the component only after one year, per IB policy.
- In case the instance of plagiarism is not detected by the teacher but is detected by the IB examiner, an inquiry is conducted by IB.
- Statements are required from the student, the teacher and the DP Coordinator The final decision regarding the plagiarism allegation is made by the IB.
- In such a case the student will not receive a grade and will automatically fail the Diploma.
- The student will be allowed to re-submit the component only after one year.

In the case of malpractice during an IB final exam

- The DP Coordinator is entitled to remove the student from the exam room and submit a report to IB.
- In such a case the student will not receive a grade for the concerned paper and will automatically fail the Diploma.
- The student will be allowed to re-sit the component only after one year.
- The student may or may not be allowed to take the remaining papers depending on the feedback from IB.

NOTE

*Parts of this document are a modification of the IB publications **Academic honesty: guidance for schools**, (September 2011), **Diploma Programme General Regulations, Handbook** (2012) as well as several policies currently used in schools around the world. At this time, we are unable to identify the exact sources concerned.*

Approved by:	N. Upsall	Date: August 15 th 2022
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REFERENCES:

Behavioral Management Policy, Code of Conduct and Behavioral Expectations, and Attendance Policy, (August 2015). Innoventures Education



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