



**CIS PYP Academic Honesty Policy -
Elementary**



Collegiate International School Policies



Our Vision

Providing world class education

Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing 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 the staff to become life-long learners through the development of their professional practice

Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

The CIS Motto

Community | Innovation | Success

The CIS Mascot

The Wildcat



IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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1. PURPOSE OF ACADEMIC HONESTY POLICY

- “International Baccalaureate (IB) programmes 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. However, we live in an age in which we are all flooded by information and opinions and we need to help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected. This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.
(“ Academic Honesty in an IB Educational Context, 2014, P.1)
- CIS believes in the importance of honesty in our schoolwork and in ourselves. Our motto, philosophy and mission statement demonstrate a commitment to ‘Excellence in Education.’ We believe that by understanding what academic honesty is and applying the beliefs of academic honesty to their learning, students can truly embody excellence in education.
- By promoting academic honesty, we are striving to create a community based on respect and encourage creativity and personal responsibility to enable students to become positive lifelong learners.
- This policy aims to support students, teachers and the larger CIS community in understanding what academic honesty is, how students will construct knowledge and understanding of aspects of academic honesty and apply academic honesty practices to their own learning experiences.

2. PHILOSOPHY OF ACADEMIC HONESTY

- Academic Honesty is a set of values that promotes being principled 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.
- Understanding academic honesty is part of this learning and teaching. It has become increasingly important as access to information through technological innovation has increased, and ideas about learning and how knowledge is constructed have changed.
- The principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study
- Academic honesty at CIS is connected to the IB Learner Profile, to ensure practices of the school are aligned with the philosophies and expectations of the IB Programmes
 - Inquirers – acquire the skills necessary to conduct inquiry and research
 - Knowledgeable – explore concepts, ideas and issues;
 - **Principled – learners strive to “act with integrity and honesty”**
 - Open-minded – accustomed to seeking and evaluating a range of points of view;
 - Risk takers –brave and articulate in defending their beliefs.
- At CIS learning and teaching promotes the understanding and practices of Academic Honesty as early as the Primary Years Program
- This is to support the right of all students to learn, understand and apply knowledge, concepts and skills connected to Academic Honesty before possibly committing infractions in their learning



3. ROLES IN ACADEMIC HONESTY

- CIS strives to ensure the entire school community plays an active role in ensuring the Academic Honesty of all students.
- It is the professional responsibility of all staff members to be fully aware of the content of this document and all documents referred to in this policy, so as to communicate the information accurately to the school community.
- If more information is needed, it is the staff member's responsibility to contact the coordinator for clarification. It will be assumed this document and documents to which this document refers, are adhered to.
 - **School Leadership Team:** Ensures that the school policies and practices regarding Academic Honesty are aligned with the different education bodies of the school (KHDA, IBO, NEASC) and are consistently implemented in the school community. Ensure these policies are available to the community via the CIS website, communication to returning, new and perspective families. Aid in dealing with incidents of dishonesty to ensure all are dealt with in accordance to the policy.
 - **PYP Coordinator:** Ensures that teachers, students and parents understand what the philosophy, policies and practices of CIS are when it comes to Academic Honesty. This includes, but is not limited to, holding information workshops with the community, providing Professional Development for teachers connected to Academic Honesty, vertically align practices of Academic Honesty across the phases of the Elementary school.
 - **Teachers:** Emphasize the meaning and importance of Academic Honesty and the practices of being principled to students through lessons and discussions. Teachers will develop assessment practices for students to apply practices of academic honesty and remain vigilant of any misconduct of students to ensure any incidents are dealt with in accordance with CIS policy
 - **Librarian:** Emphasize the meaning and importance of Academic Honesty and the practices of being principled to students through lessons and discussions
 - **Students:** Exemplify the attributes of the IB Learner Profile that relate to Academic Honesty in the classroom, homework practices, group work and other learning experiences at CIS. Ensuring that all work submitted follows the policies and practices of Academic Honesty expected at their grade level
 - **Parents:** Understand the CIS Academic Honesty philosophy, policy and practices to support students in being principled in their learning. Be active in working with the school if any incidents of misconduct should arise with their student.

4. EDUCATION AND SUPPORT

- CIS ensures students construct knowledge and understanding of what Academic Honesty is by ensuring they have authentic learning experiences connected to the knowledge, understanding and skills students need to learn in a principled way
 - CIS PYP Work Cited Format

5. ACADEMIC HONESTY LEARNING CONTINUUM

- CIS has a vertically aligned approach to the knowledge, understanding and practices related to Academic Honesty to ensure students seamlessly are able to be principled in the learning over their time at CIS.
- This alignment has been developed across the school with the participation and collaboration of the PYP Coordinator, MYP Coordinator and DP Coordinator.
- To support students, learning about Academic Honesty will include knowledge (K), understanding (U) and application (A) of how to be academically honest

LEARNING ACADEMIC HONESTY AT CIS			
Approaches to Learning	Self-management, social, communication, thinking and research skills		
Activity	Culminating Projects, Individual Work, Presentations	Group Work	Creative Work
Phase 1 (PKG-KG2)	<p>K: Students will know what it means to be principled Students will know what it means to copy the work of others U: Students will understand they are responsible for their own work Students will understand examples of copying A: Students will complete their own work</p>	<p>K: Students will know what it means to be principled Students will know what it means to copy the work of others U: Students will understand they need to use the ideas of all group members Students will understand examples of copying A: Students will complete work as a group</p>	<p>K: Students will know what it means to be principled U: Students will understand they can use the work of others to help their own creative works while changing it to make it their own (colors, details, etc.) A: Students will complete their own works using the work of others while making it their own (colors, details, etc.)</p>
Phase 2 (Grade 1-Grade 2)	<p>K: Students will know what it means to be principled. Students will know what it means to copy the work of others U: Students will understand they have to identify the type of source(s) they got information from Students will understand examples of copying A: Students will be asked to tell the teacher the type of source(s) they got information from</p>	<p>K: Students will know what it means to be principled Students will know what it means to copy the work of others U: Students will understand they need to use the ideas of all group members Students will understand examples of copying A: Students will complete work as a group</p>	<p>K: Students will know what it means to be principled U: Students will understand they can use the work of others to help their own creative works while changing it to make it their own (colors, details, etc.) but need to identify the works of others used A: Students will complete their own works using the work of others while making it their own (colors, details, etc.) But identify the works of others used</p>



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<p>Phase 3 (Grade 3- Grade 4)</p>	<p>K: Students will know what it means to be principled. Students will know what plagiarism is U: Students will understand they have to identify the source(s) they got information from Students will understand examples of plagiarism A: Students will be asked to tell the teacher the source(s) they got information from</p>	<p>K: Students will know what it means to be principled Students will know what plagiarism is U: Students will understand they need to identify the ideas of all group members when asked by the teacher Students will understand what it means to plagiarize work A: Students will complete work as a group identifying the different members contributions when asked</p>	<p>K: Students will know what it means to be principled Students will know what it means to be inspired Students will know what plagiarism is U: Students will understand they can be inspired by the works of others, but not use the artists work explicitly Students will understand examples of plagiarizing A: Students will complete their own works using the work of others while making it their own (colors, details, etc.) but identify the works of others used creative works</p>
<p>Phase 4 (Grade 5)</p>	<p>K: Students will know what it means to be principled. Students will know what plagiarism is Students will know how to use the CIS work cited system U: Students will understand they have to identify the evidence from the source(s) they got information from using the CIS Work Cited system Students will understand examples of plagiarism A: Students will be asked to use the CIS Work Cited System</p>	<p>K: Students will know what it means to be principled Students will know what plagiarism is U: Students will understand they need to identify the ideas of all group members when asked by the teacher Students will understand what it means to plagiarize A: Students will complete work as a group identifying the different members contributions when asked</p>	<p>K: Students will know what it means to be principled Students will know what it means to be inspired Students will know what plagiarism is U: Students will understand they can be inspired by the works of others, but not use the artist's work explicitly Students will understand examples of plagiarizing A: Students will complete their own works using the work of others while making it their own (colors, details, etc.) but identify the works of others used creative works</p>

- CIS WORK CITED FORMAT IN PYP
 - Citation Appears at the end of a complete piece of work
 - Text:
 - *Used part of text written in italics if using computer or underlined if written freehand.*
 - *Text Title: Author. Text Type. Page*
 - Website:
 - *Used part of website written in italics if using computer or underlined if written freehand.*
 - *Website Link: Author. Webpage Title*
 - Media:
 - *Used part of website written in italics if using computer or underlined if written freehand*
 - *Media Title: Creator. Media Type.*
 - Creative Work:
 - *Inspiration by: Creative Works Title: Artist.*

6. ACADEMIC MISCONDUCT

- DEFINITION OF ACADEMIC MISCONDUCT is a behavior that results in, or may result in, the student gaining an unfair advantage in one or more assessment component.
- Misconduct by students in the PYP includes;
 - **Cheating:** When a student looks at other students' assessments to improve their own with the permission or acknowledgement of both the teacher and the classmate
 - **Plagiarism:** The representation of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
 - **Collusion:** Supporting academic misconduct by another student, such as allowing one's work to be copied or submitted for assessment by another student
 - **Duplication of Work:** This includes the presentation or submission of the same work for any assessment component; any behavior that gives an unfair advantage to a student or that affects the results of another student.
 - **Unauthorized Materials:** Students bringing in unauthorized materials into an external assessment environment

- **REPORTING, RECORDING AND MONITORING MISCONDUCT:**

- The below chart is to support fairness in the event of Academic Misconduct, but all cases will be dealt with on a case-by-case basis
- All students will have **the right** to explain their perspective for any incident that occurs in a formal meeting

	Level 1	Level 2	Level 3	Level 4
Cheating	<ul style="list-style-type: none"> ● Students will be warned about their actions and reminded about Academic Honesty by the teacher in a discrete manner ● Teachers can allow up to 3 warnings on an assessment 	<ul style="list-style-type: none"> ● After warnings have been given by the teacher (3 maximum) a reflection will be completed by the student and sent to parents ● The student will be made to re-take/continue the assessment in an area away from their classmates 	<ul style="list-style-type: none"> ● If student monitored cheating on another assessment there will be only 1 warning before the student's assessment is stopped ● Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together ● Students will receive a score of 1 on their assessment 	<ul style="list-style-type: none"> ● If student monitored cheating on another assessment there will be no warning before the student's assessment is stopped ● Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together ● Students will receive a score of 1 on their assessment ● A 3 day in-school suspension will be given to the student and the infraction will be put on the students' permanent record
Plagiarism		<ul style="list-style-type: none"> ● Students will be made aware of the infraction and guided by the teacher on how to 	<ul style="list-style-type: none"> ● If the infraction happening again, students will be made aware of the infraction 	<ul style="list-style-type: none"> ● If the infraction happens a third time, students will be made aware of the infraction



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		<p>correctly acknowledge the plagiarized work correctly in a discrete manner</p> <ul style="list-style-type: none"> • Students will go back and make the proper corrections to their work • Students will write a reflection regarding the infraction • Parents will be made aware of the infraction via the Reflection and a phone call home from the teacher 	<p>and guided by the teacher on how to correctly acknowledge the plagiarized work correctly</p> <ul style="list-style-type: none"> • Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together • Students will receive a score of 1 on their assessment 	<p>and guided by the teacher on how to correctly acknowledge the plagiarized work correctly</p> <ul style="list-style-type: none"> • Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together • Students will receive a score of 1 on their assessment • A 3 day in-school suspension will be given to the student and the infraction will be put on the students' permanent record
Collusion		<ul style="list-style-type: none"> • Students will be made aware of the infraction and have an explanation of what collusion means by the teacher in a discrete manner • Students will have an opportunity to explain how the infraction happened with the teacher • Students will write a reflection regarding the infraction • Parents will be made aware of the infraction via the Reflection and a 	<ul style="list-style-type: none"> • If the infraction happens again, students will be made aware of the infraction • Students will have an opportunity to explain how the infraction happened with the teacher • Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together • Students will receive a score of 1 on their assessment 	<ul style="list-style-type: none"> • If the infraction happens a third time, students will be made aware of the infraction • Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together • Students will receive a score of 1 on their assessment • A 3 day in-school suspension will be given to the student and the infraction will



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		phone call home from the teacher		be put on the students' permanent record
Duplication of Work		<ul style="list-style-type: none">• Students will be made aware of the infraction and explained what duplication of work means using examples from the work in question in a meeting with participating parties• Students will have an opportunity to complete the assignment again with their own effort and ideas• Students will write a reflection regarding the infraction• Parents will be made aware of the infraction via the Reflection and a phone call home from the teacher	<ul style="list-style-type: none">• If the infraction happens again, students will be made aware of the infraction• Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together• Students will receive a score of 1 on their assessment	<ul style="list-style-type: none">• If the infraction happens a third time, students will be made aware of the infraction• Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together• Students will receive a score of 1 on their assessment• A 3 day in-school suspension will be given to the student and the infraction will be put on the students' permanent record
Unauthorized Material			<ul style="list-style-type: none">• The assessment will be stopped for the student immediately with the teacher explaining why in a discrete manner• Parents will come in for a Misconduct meeting involving the teacher, parents and member of SLT to discuss Academic Honesty Policy together	<ul style="list-style-type: none">• If the infraction happens again, the assessment will be stopped for the student immediately with the teacher explaining why in a discrete manner• Parents will come in for a Misconduct meeting involving the teacher, parents and member of



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			<ul style="list-style-type: none">• The student will be allowed to continue the assessment after the meeting	<p>SLT to discuss Academic Honesty Policy together</p> <ul style="list-style-type: none">• The student will not be allowed to continue the assessment• A 3 day in-school suspension will be given to the student and the infraction will be put on the students' permanent record
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- **PROCEDURES FOR REPORTING INFRACTIONS:**

- Teachers identify and explain infraction to students in a discrete manner
- Infractions are logged into iSAMS by the teacher who witnessed the infraction
- Students write reflections which are sent home to be signed by parents. Reflections are kept in the teacher evidence file for the student
- Parents are informed of the infraction and that a reflection will be coming home
- SLT are informed of all infractions
- Meetings are organized by the teacher with the parents when needed. All meetings must happen in school

7. COMMUNICATION OF ACADEMIC HONESTY POLICY

- CIS works to ensure all stakeholders are aware of, understand and have access to the Academic Honesty policy
 - Before the start of each year Leadership member review the Academic Honesty policy
 - Teachers: During orientation, all teachers participate in a workshop
 - Students: All students have focused learning experiences connected to Academic Honesty throughout the school year.
 - Perspective Families: Given the policy before enrolling in the school
 - New Parents: Given the policy at the start of the school year
 - All Parents: Parents are invited to a workshop that includes the Academic Honesty policy at the start of each academic year

8. REVIEW OF ACADEMIC HONESTY POLICY AND PRACTICES

- Review of the Academic Honesty Policy and practice happens strategically throughout the school year
 - Orientation: During orientation all teachers participate in a workshop
 - Incidents: When incidents arise the teachers involved participate in an academic honesty meeting with SLT to review policies and protocol
 - End of Year Review: At the end of each academic year the SLT and Middle Leaders review the Academic Honesty policy to ensure it is effective, clear and up to date. This happens across the PYP, MYP and DP to ensure vertical alignment of policies and practices
 - Governance: Head of school share the Academic Honesty policy with governance anytime changes have been made
- **This policy was reviewed in June 2023**
- **The policy will be reviewed again in June 2024**