



Joseph C. Wilson Commencement Academy
Providing a World Class Education



Academic Integrity Policy:

Vision:

Excellence for all students in all aspects of their development.

Mission:

Our mission is to use the International Baccalaureate (IB) philosophy to guide individual student success. This means:

- Individualized high standards for all
- Multiple pathways towards graduation including career development, Regents, dual-credit, Advanced Placement (AP), and IB Diploma Program (DP) courses
- Infusing the IB philosophy into all of our courses
- Backward mapping DP courses to ensure future success
- An international mindset that will be at the forefront of our environment and pedagogy
- Utilizing the IB approaches to learning and learner profile in all courses to develop the whole child

The scholars at Joseph C. Wilson Commencement Academy are held to the highest standards of academic, personal, and social integrity. Honesty and integrity are desirable character traits. Grades should be an accurate indication of a scholar's own work and knowledge. Academic dishonesty is generally defined as cheating or creating a false impression of one's work and performance. Academic honesty, integrity, and upstanding behavior are essential to the existence and growth of any academic community.

Violation related to academic integrity will be handled in accordance with the current disciplinary guidelines of Joseph C. Wilson Commencement academy and the Rochester City School District Code of Conduct found here [ROCHESTER CITY SCHOOL DISTRICT CODE OF CONDUCT Policy 1400](#) and referenced on pages 18 and 31. Every effort is made to work with the student in a restorative manner in order to correct any issues and reinforce authentic student learning in ways compliant with academic integrity.



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The following are examples of academic dishonesty that are not acceptable at Joseph C. Wilson Commencement Academy:

- Looking at another person's paper and copying their answers
- Talking with another scholar during a quiz or test
- Using hidden notes on a quiz or test
- Sharing information about what is on a quiz or test with other scholars
- Making up or changing actual laboratory data
- Having another person complete the assignment for you, including a tutor or your parents
- Use of electronic devices during testing
- Plagiarism is a form of cheating, examples include:
 1. Copying directly from the Internet, by cutting and pasting someone else's work into your work
 2. Rewording someone else's words and not giving them credit for the ideas, and thereby passing someone's ideas off as your own
 3. Using a foreign language translator to change work from one language to another and then using that translation as if it were in your own words
 4. Turning in an old project done by you or someone else
 5. Letting your partner do all of the work on a project and then putting your name on the project as if you had done an equal share of the work
 6. Forging another person's signature, including a parent's signature
 7. Performing any act of dishonesty in regard to your academic achievement.
 8. Scholars should assume that all work, including homework, is to be done individually unless the teacher specifies otherwise.

Scholars should strive to make their work original and personal. Though it is okay to use ideas from a cited source, information regarding references should be included within the written work as well as on a 'Works Cited' page at the end of a document. Refer to "Compiling a Works Cited Page, using MLA format": <http://www.library.cornell.edu/resrch/citmanage/mla>

Consequences of Academic Dishonesty:

In cases where academic dishonesty is suspected, students, teachers, the Diploma Program Coordinator and the School Principal will meet to discuss the facts and circumstances. Students will be counseled regarding any missteps and with restorative approaches be given opportunities to learn from any missteps and address the academic work authentically and independently. Scholars will be held accountable for any missed work and learning during the investigation and given the appropriate time to complete them.

Accountability and Review

Scholars can expect a culture of accountability in the development of assessment protocols that inform their learning. Teachers work regularly in collaborative "professional learning communities" to discuss,



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clarify and sequence the learning targets for the class, and hence develop formative and summative assessments to measure scholar progress toward these objectives.

All teachers have an assessment section within their course description/syllabus, which clarifies criteria for each subject and level. Assessment practices adhere to the general guidelines described by NYS department of Education, RCSD and IB DP. The Heads of School will work in collaboration with parents through SBPT to develop and maintain transparency of teaching and assessment practices.

It is the IB coordinator's responsibility to assist instructors in the implementation of the policy by providing access to key IB documents and resources on MY IB. It is the responsibility of the head of school to ensure compliance with the policy and to provide the staff development needed to implement the policy. Heads of school work in collaboration with parents through SBPT to develop and maintain transparency of teaching and assessment practices.

Policy reviewed and updated March 2023 by school leadership, head of school, DP instructors, students, and school community.

Sources

Contents based on "Academic Honesty" in *The Diploma Program: From Principles into Practice* (2015) and *Academic Integrity*" (2019)