Capilano Elementary School
Academic Honesty Policy
PYP Programme

Policy Update: October 2023

	Capilano Elementary Mission Statement	Capilano Elementary Vision Statement
	The Capilano School Community will work together to provide learning opportunities that will enable students to develop as creative and inquiring individuals who are inspired to be lifelong learners and globally responsible citizens.	We provide a supportive learning environment that values diversity, promotes success and personal growth, and inspires students to become global citizens who accept responsibility for their learning.

Philosophy:

As reflected in our Mission Statement, Capilano Elementary School strives to develop curious and thoughtful community members who act with integrity in the pursuit of new knowledge, skills and understandings.   To this end, we support students in learning to be academically responsible and honest.

At Capilano, the IB Learner Profile is foundational to teaching and learning in all contexts.   In our efforts to model and promote academic honesty, we encourage our students and staff members to be:

● **Principled** by being truthful, acting with integrity and taking responsibility for personal actions
● **Inquirers** by developing skills to be able to engage in inquiry and conduct research
● **Knowledgeable** by exploring concepts, ideas, and issues of local and global consequence
● **Thinkers** by analyzing information for credibility and validity
● **Open-minded** by seeking and evaluating a range of points of view
● **Risk takers** by exploring new ideas with resourcefulness and resilience
(IB Learner Profile, 2014)

Teaching and learning

- Teaching and learning promotes the understanding and practice of academic honesty.
- Teaching and learning supports students to become actively responsible for their own learning.
- Teaching and learning fosters a stimulating learning environment based on understanding and respect.
- Teaching and learning develops the IB learner profile attributes.

Applicable IBO Standard:

Programme Standards and Practices – IBO (2018; updated 2020)
Section 03: Culture – Standard: Culture 3 (Pg. 11)

By explicitly discussing academic honesty with our students we:

- demonstrate that students should think for themselves about others' ideas
- encourage being honest and giving credit
- encourage effective collaboration where everyone learns/constructs understandings
- bring issues of valid sources to the fore front by encouraging both formal and informal citing of sources
- will teach appropriate use of Artificial Intelligence (AI) as a tool

Student's Roles and Responsibilities:

The academically honest student:
DOES
- Respect others' intellectual property by:
  ○ Distinguishing between own and others' ideas
  ○ Paraphrasing appropriately (including in-line citation in Grades 6, 7)
  ○ Using direct quotations in a way appropriate to the grade level
  ○ Documenting all source material in a way appropriate to the grade level
  ○ Abiding by copyright law
  ○ Acknowledging help provided by another person where appropriate
- Act with integrity by submitting authentic work that shows personal thinking and ideas

DOES NOT
- Plagiarize by directly copying material from a published source, another student, or AI
- Give another student their work to copy
- Do work for another student (outside of a valid collaboration)
- Present others' artistic or creative work in any medium (images, music, film, etc.) as their own
- Engage in any behaviour that gains an unfair advantage over others

Examples of malpractice:
- Plagiarism: presenting words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as your own
- Copying:
  ○ taking another student's work, with or without their knowledge, and submitting it as your own
  ○ using an AI platform (i.e. ChatGPT) to write an essay or paragraph for you
- Cheating: communicating with another student, or using unauthorized material, in order to gain an unfair advantage over others
- Falsifying data: creating or altering data, rather than collecting authentic data
- Collusion: allowing another student to copy one's work or providing them with material to submit for assessment. This is in contrast to *collaboration*, whereby students have permission to work cooperatively and share information.
- Any other behaviour that gains an unfair advantage such as:
  ○ Getting excessive outside assistance (parent/guardian/family member, tutor, etc. doing the work for you as opposed to teaching you how to do it)
  ○ Obtaining an extension on false grounds

School's Roles and Responsibilities:

Classroom teachers and the teacher-librarian will help students develop students' Approaches to Learning (ATL) including:
- Formulating and Planning: Selecting, accessing and organizing information
- Gathering and Recording: Gathering information from a variety of reliable sources
- Synthesizing and Interpreting: Analyzing, synthesizing, and communicating information
- Evaluating and Making Conclusions: Evaluating and reflecting on the inquiry process
- Critical Literacy: Reflecting on learning by considering both the quantity and quality of sources
- Collaborating effectively
- Learning purposes, requirements and formats for acknowledging source material
- Teach how to cite formally and informally at an age appropriate level

The school's administrative team may document all serious incidents of misconduct, communicate with the learning community as necessary, and support students as needed.

Students will develop original work, ask questions when they need help with developing original work, and give credit to information sources by citing sources.
- Citing sources should happen at all grade levels in both written and oral work, in a way that is developmentally appropriate. This can range from comments like "This book says..." to full in-line citations with a bibliography in the Grade 7 writing.

Procedures and Practices:

1) Procedures for addressing academic misconduct:
    a) Teacher determines severity based on:
        i) age of child
        ii) degree of misconduct
        iii) whether student has demonstrated academic dishonesty before

2) Consequences for academic misconduct:
    Misconduct → Teacher determines severity and appropriate intervention → Depending on severity and intervention needs, Administrative Team and/or IB Coordinator become involved → Parent/Guardian will be contacted if deemed appropriate

Essential Agreements

At Capilano Elementary we value honesty, integrity, and helping students develop as thinkers.
Therefore we:
- Encourage students to show honesty and integrity with their learning during collaborations and when with working with sources of information
- View the teaching of academic honesty as means of teaching students to think for themselves, to critically evaluate where information comes from, and use a variety of sources of information
- Feel it is important to stay focused on the spirit of academic honesty rather than being overly focused on the procedures and details (such as bibliographic formats), allowing teachers to implement this policy in a meaningful way for their age level.

References/Additional Resources/Links to Further Information:

Resources for sourcing materials can be found at:
BibMe: http://www.bibme.org/
EasyBib: http://www.easybib.com/
Citation Machine: http://www.citationmachine.net/

Policy Review Procedures and Dates:

The policy will be reviewed annually during a staff meeting. The purpose of the review will be to ensure the document is up to date, ensure all staff members are aware of the procedures at the school, and to provide an opportunity for sharing activities and approaches, reflection, and goal setting by the staff.