



CLEARPOINT ELEMENTARY

ACADEMIC HONESTY POLICY



Reviewed: May 2022



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Our Philosophy

The Policy of Academic Honesty at Clearpoint Elementary seeks to establish individual and collective responsibility for maintaining the standards and values, which are the core of teaching and learning practices. Our mission is in part to foster the moral development of our students. In doing so, we provide guidance to help students make sound, ethical choices. As per the IB Academic Integrity Policy, we strive to ensure that... “academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals” (Academic Integrity, updated October 2019, pg. 9)

To that end, all members of the Clearpoint learning community, including students, are expected to display the attribute of being principled and to “act honestly, responsibly and ethically.” (Academic Integrity, updated October 2019, pg. 20)

Rights and Responsibilities

As noted, all members of the Clearpoint community have a shared responsibility to help create a learning environment where honesty and integrity are at the forefront.

In order to achieve this:

- Students are regularly made aware of expectations regarding referencing the work of others.
- Connections are regularly made between academic honesty and the Learner Profile attributes.
- Students continuously reflect upon their learning and are taught the importance of acknowledging authors rights.
- Parents support their child in the promotion of academic honesty.
- Teachers model personal integrity and academic honesty.

Expectations	Descriptors <i>*Each cycle is a progression of the following cycle's expectations.</i>		
	K & Cycle 1	Cycle 2	Cycle 3
Introduction of Copyrights	When resource(s) is being used (text, film, website etc.) the teacher will acknowledge the title, author, website.	<ul style="list-style-type: none"> The students cite the title of the source and the author's name. 	
Cite Sources of Information	<ul style="list-style-type: none"> Writing the title of the book 	<ul style="list-style-type: none"> Copy and paste website addresses for information or pictures taken from the web. Cite the book title, author and illustrator. 	<ul style="list-style-type: none"> Begin to cite sources of information using MLA formatting.
Validity of Sources		<ul style="list-style-type: none"> Discuss the difference between fact and opinion; identify facts & opinions within texts 	<ul style="list-style-type: none"> Understanding the difference between .org/.com/.gov/.edu Explore various sites to validate findings (difference between fact and opinion).
Rephrasing Information	<ul style="list-style-type: none"> Students will be taught the concept of plagiarism and write information in their own words 	<ul style="list-style-type: none"> When incorporating information into their own written work, students will reference the original author (according to, as per, as stated by, as seen in). How to correctly include direct quotations. 	
Equal and Shared Responsibility in a Group	<ul style="list-style-type: none"> Personal contribution to group work Acknowledging the contribution of others within a group Identifying the difference between collaborating as a team, and copying from peers in their groups 		<ul style="list-style-type: none"> Understand the responsibility when creating shared work (documents, slides,..) No deleting, moving or altering content without approval of other group members Equal contribution to group work from all group members
Respect for the Work of Others	Students are regularly taught not to copy / plagiarize work, ideas, answers, from their peers.	Students are regularly reminded not to plagiarize work, ideas, answers, from their peers.	
Online Security	Students are taught to never share their personal information online or give their password(s) to others.		

In order to educate the students about the importance of Academic Integrity, the following definitions will be used:

Definition of cheating

1. Claiming someone's work as their own
2. Using non-authorized material during an assessment to gain an advantage
3. Partaking in dishonest acts

Definition of plagiarism

1. The presentation of someone else's intellectual property, without proper acknowledgment or consent, and claiming it as their own.

Consequences

- Conversation with the child about appropriate behavior
- Parents/guardians are made aware when necessary
- Students have the opportunity to reflect on their actions and choose to make appropriate changes. Students may be asked to re-do assignments.
- Assessment results may be impacted.

Given that the students benefit from the use of information technology, we place a strong emphasis on the appropriate use of intellectual property and online information, as well as online behavior. The following appendices outline the policies that guide appropriate behavior and use.

Appendix 1 - [Exhibition Academic Honesty](#)

Appendix 2 - [GAFE Information](#)

Appendix 3 - [GAFE Form](#)

Appendix 4 - [Digital Resources and Technologies](#)

Rights & Responsibilities

As an IB-PYP school, the Clearpoint team has the responsibility of creating a comprehensive academic integrity policy with the input of its stakeholders. All members of the learning community (students, educators, parents, community members) are made aware of the language policy and can provide input. Students have the right to benefit from this policy. As a learning community, we are committed to its regular review, revision and implementation.