



Fraser Valley School

A Community of Courageous Contributors



Academic Integrity Policy

Vision Statement

A community of courageous contributors

Community -our learners share the responsibility of providing a safe environment that values diversity and different perspectives

Courageous -our learners are defined by the bravery of their words and deeds, which are based on integrity, empathy and respect

Contributors -our inquiring problem solvers share their knowledge and skills for the benefit of others

Mission Statement

Our Learners: Know and **care** for themselves, **know** and **care** about others, are **known** and **cared** for by others in a rich academic environment.

Fraser Valley School's Academic Integrity Philosophy:

We have high expectations for students to adhere to a standard of respect and honesty with a mindfulness of the development of each child. It is our intent to support each student in the practice of academic integrity through the five fundamentals: honesty, trust, fairness, respect, and responsibility. As an IB PYP and MYP school, Fraser Valley School aligns our views and beliefs of academic integrity with those of the International Baccalaureate Organization. academic integrity is defined as "making knowledge, understanding and thinking transparent."¹ A school's academic integrity Policy sets explicit boundaries around the learning environments and engages students in ethical pursuits of knowledge and understanding. As technology increasingly dictates the way we find, use or create information in the 21st century, students must be able to navigate through the different ways that knowledge is presented. We want to prepare students to become lifelong learners who value fairness and justice in their academic and creative pursuits. Students must be able to understand the concept of intellectual property and the ability to create authentic work.

We encourage students to be:

- **Inquirers** - who acquire the skills necessary to conduct inquiry and research
- **Knowledgeable** - who use their own words and thoughts to demonstrate their understanding and learning
- **Thinkers** - who reason for themselves and are honest in the work they complete
- **Communicators** - who effectively convey oral and written information, citing accurate sources
- **Principled** - who act with integrity and honesty, taking responsibility for their own actions
- **Open-minded** - who are accustomed to seeking and accepting a range of points of view
- **Caring** - who only claim credit for their own answers, information or knowledge and credit others for their work
- **Risk-takers** - who are brave and courageous in articulating and defending their beliefs

¹ academic integrity in the IB Educational Context, Page 1



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- **Balanced** - who value the need for attaining knowledge to enhance their academic skills and abilities
- **Reflective** - who constantly weigh their choices and actions based on whether they are keeping with academic integrity and the IB tradition

Definitions of Academic Dishonesty

Cheat (*defraud, deceive, trick, scam, dupe, rip off, con*):

- *to act dishonestly or unfairly in order to gain an advantage, especially in a game or examination.*

Plagiarize (*copy, infringe, pirate, steal, poach*)

- *to take the work or an idea of someone else and pass it off as one's own*
- *to copy from someone and pass it off as one's own*

Collusion / Collude (*conspiracy, cheat, deceive, illegal cooperation*)

- *(n.) a secret or illegal cooperation or conspiracy, especially in order to cheat or deceive others*
- *(v.) to come to a secret understanding for a harmful purpose; conspire*

Academic dishonesty could involve:

- looking at another student's test/exam/quiz and writing down the same answers
- not putting quotation marks around groups of words or full sentences that are not the student's own
- copying and pasting sentences or whole paragraphs from an online source and then claiming it as their own words or ideas
- not citing sources of information used in creating projects or reports in a bibliography
- claiming images, graphs, charts, designs or any other intellectual property as their own and not citing them properly
- getting someone else to create work for them and then claiming it as their own
- the fabrication of data or research and claiming it to be authentic or true
- colluding within a group or with another person to purposely deceive others and to claim work as authentic or honest

Being **ACADEMICALLY HONEST** means:

- The learner may feel proud of their work.
- The learner perseveres to meet the criteria with integrity.
- Teachers will know that the learner is honest, responsible and principled.
- People who read or listen to the learner's work will know how much reading and research they have done to become knowledgeable.
- People will know where to find out more information about the topic the learner has presented.
- The ideas or words the learner borrowed from others will get the recognition and respect they deserve.
- People will know the learner is a person with integrity and that can be trusted.



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Being **ACADEMICALLY DISHONEST** means:

- The learner may feel as though they have compromised their integrity; they will miss out on the feeling of pride in their work and accomplishments.
- Research may be harder for the learner in the future as they may have not learned how to do it properly.
- The learner did not fully engage with the research process.
- The person whose ideas or words were borrowed will not get the recognition and respect they deserve.
- The learner may have a reputation for being dishonest and untrustworthy.
- The teacher will believe the learner understands more than they really do.

Maintaining Academic Integrity (Rights and Responsibilities)

A student who maintains academic integrity demonstrates integrity and takes responsibility for their own actions. Students need to be educated to respect the intellectual property of others and guided towards healthy collaboration, not collusion. A school community must facilitate students to be able to create authentic and honest pieces of work.

Parents and Guardians Responsibility in Academic Integrity

Parents and guardians can help students maintain academic integrity by making sure that all projects or assignments (homework, posters, essays, pamphlets, reports, science experiments, art work, charts, graphs, slides, websites, blogs, apps, creative projects, reviews, etc.) are authentically created by the student and not an adult. Creating work for a student or creating a large portion of that work for a student, constitutes academic dishonesty and goes against the ethos of the school and that of the IB. Parents and guardians must empower students to do their own work and encourage them to ask a teacher for advice if they are having difficulty in completing their assignments.

Educator's Responsibility in Academic Integrity

Approaches to Learning

The school's *Approaches to Learning - Research Skills Continuum* guides the school community in teaching concepts connected to academic integrity. Students must have the opportunity to build upon previously taught skills and the opportunity to make mistakes and learn from those mistakes in a safe environment.

Research Skills

academic integrity can be achieved through the systematic and continuing progression of a set of skills that includes how to:

- skim and scan for information
- use dictionaries and thesauruses
- paraphrase (orally and in written form)
- take clear and organized notes from research
- conduct interview techniques
- write drafts, revising and editing one's own work
- maintain effective group work that allows for sharing and effective presentations
- create proper bibliographies



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- use quotation marks within work
- cite work in the MLA (Modern Language Association Style) or Chicago (MYP) format
- create proper footnotes and endnotes

Academic integrity and PYP The Exhibition:

The eldest students in PYP will be required to conduct the exhibition each school year. During the exhibition, the school's faculty guides the students through a collaborative project focused on one transdisciplinary theme for an eight-week period. The work done during the exhibition should demonstrate a student's ability to independently operate with integrity in an academically honest manner. Students engaged in the exhibition will have a classroom teacher as well as a mentor for guidance throughout the process.

During the exhibition process, students will learn:

- To write central ideas and lines of inquiry
- To create guiding questions to frame their research
- Research organizational and first person resources
- Interview techniques with first person sources
- Presentation skills
- Ways to relate understanding and personal integrity to action
- Ways to provoke others to action

During the exhibition process, an academically honest student:

- Acknowledges help from mentors and teachers
- Collaboratively plans the inquiry leading to research
- Creates a central idea and lines of inquiry to guide their exhibition
- Accesses sources from many different places, including organizations and individual first person resources
- Contacts and initiates communication with first person sources
- Works collaboratively with a group to share and contribute information
- Presents understandings in a variety of thought provoking ways that include audio/visual and creative formats
- Assimilates understanding leading to an action plan

Academic integrity and MYP The Personal Project/Community Project:

This section will continue to be developed as Fraser Valley School implements the MYP.

Rights when Academic Integrity is questioned:

1. Investigation

If evidence of academic dishonesty is detected:

- a) The teacher(s) will discuss the matter with the student or students involved
- b) The student will be given an opportunity to provide an explanation
- c) The teacher(s) will determine if there has been a violation of academic integrity based on the evidence at hand
- d) The teacher(s) may consult with the principal to review the evidence



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2. Communication

If there is a confirmation of academic dishonesty:

- The principal will be notified
- The student will be notified of the consequences for the specific infraction through the teacher and/or principal
- The teacher and/or principal will inform parents or guardians that academic dishonesty has occurred
- A written and digital record of the violation will be created for future reference

3. Action

If there is a violation, a student may have to face developmentally appropriate consequences that could include the following:

- The teacher and/or principal may ask the student to revise their work and create a reflection letter connected to the infraction to be signed by a parent or guardian. This infraction and reflection piece will be documented into the student's records.
- The teacher and/or principal may provide the student an opportunity at another time for the student to demonstrate evidence of the concepts connected to academic integrity. This may include: redoing a report, essay or assignment; creating a new project with full citations; or taking a new test/exam. The student's infraction would be communicated to parents or guardians through a phone call, an email or a letter, with the possibility of an in-person conference with the teacher(s) and/or principal.
- The student may face a mark of zero with no do-over and it could result in a short-term suspension. The student's parents or guardians will be contacted about the new offence and of the prescribed consequences that will follow.

Academic Integrity Policy Review

The Academic Integrity Policy review will be performed every second year. Appropriate amendments will be made by the PYP/MYP Coordinator and the updated document will be distributed to staff (hard copy and electronic copy) and parents (via the school portal with notification in a newsletter). The review will be conducted by teaching staff and administrative staff.

Written: September 2017

Updated:

September 2018

October 2019

June 2021

August 2022

Resources

Academic integrity in the IB Educational Context, IBO, August 2014

<http://www.ibo.org/globalassets/digital-toolkit/brochures/academic-honesty-ib-en.pdf>



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Effective Citing and Referencing, IBO, August 2014

<http://www.ibo.org/globalassets/digital-toolkit/brochures/effective-citing-and-referencing-en.pdf>

Academic Integrity, IBO, October 2019

https://resources.ibo.org/data/academic-integrity_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdf