



# Saint-Lambert International

*Think Independently. Explore Globally.*



## MYP Academic Honesty Policy

### Saint-Lambert International High School Mission Statement

*To provide a safe, caring and healthy learning environment which enables all students to become respectful, internationally-minded life-long learners, who strive to achieve their personal potential.*

### International Baccalaureate Organization Mission Statement

*The International Baccalaureate Organization 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

**Standard: Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.**

#### *Practices*

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)



# Saint-Lambert International

*Think Independently. Explore Globally.*



Culture 6: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB-mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the IB learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

## Introduction

Academic honesty serves as a foundation for success and, as such, it is expected and required of all students. As an important part of a student's social and personal development, academic integrity is central to the development of the IB Learner Profile, which is at the foundation of SLI's principles and practice. More specifically, we support students at becoming:

|                      |  |
|----------------------|--|
| <b>INQUIRERS</b>     | 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.             |
| <b>KNOWLEDGEABLE</b> | 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.   |
| <b>THINKERS</b>      | We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.   |
| <b>COMMUNICATORS</b> | We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of the individuals and groups.                   |
| <b>PRINCIPLED</b>    | 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. |



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| <b>OPEN-MINDED</b> | 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.                                     |
| <b>CARING</b>      | 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.   |
| <b>RISK-TAKERS</b> | We approach uncertainty with foresight 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.                              |
| <b>BALANCED</b>    | 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. |
| <b>REFLECTIVE</b>  | 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.  |

## Understanding Academic Honesty

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. By rigorously enforcing academic honesty in a secondary school setting, we are preparing the students for their future by encouraging principled behaviour.

An authentic piece of work, produced with personal and academic integrity, is one that is based on the individual's original ideas with the ideas and work of others fully acknowledged. All assignments completed for assessment must use the student's own language and expression. When sources are used or referred to, whether in the form of a direct quotation or paraphrase, they must be fully and appropriately acknowledged using the school's preferred citation style of MLA (Modern Languages Association).

## The Five Fundamentals of Academic Integrity

Saint-Lambert International High School places deep value in the practice of the Five Fundamentals of Academic Integrity, as defined by the non-profit International Center for Academic Integrity in its 2012 report. (Please note that the Five Fundamentals is actually comprised of a list of six values.)

The International Center for Academic Integrity defines the Five Fundamentals as follows:



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**Honesty:** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service. Students can demonstrate this by:

- Following your teacher's guidelines for assessments
- Submitting original work
- Completing individual assessments independently

**Trust:** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential. Students can demonstrate this by:

- Being reliable and dependable in their work, commitment and actions
- Completing work by the assigned deadline

**Fairness:** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators. Students can demonstrate this by:

- Accurately citing the work of others in your assignments
- Keeping academic materials private and not sharing without the teacher's permission

**Respect:** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas. Students can demonstrate this by:

- Following school rules and not trying to get unfair advantages in assessment situations

**Responsibility:** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing. Students can demonstrate this by:

- Completing your work to the best of your responsibilities
- Seeking help if you are struggling or unsure what to do.

**Courage:** To develop and sustaining communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action--standing up for them in the face of pressure and adversity—requires determination, commitment, and courage. Students can demonstrate this by:

- Standing up for what is right, even if it's challenging
- Alerting and adult if you think someone else is committing academic misconduct



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The good practice of Academic Integrity involves a responsibility to these six concepts and making decisions in consequence to their inherent values. General examples of good academic practice include but are not limited to:

- Doing your own classwork and projects
- Keeping your test and quiz answers to yourself
- Submitting original work
- Sitting your own exams (? It's true but almost impossible to do here)
- Acknowledging where your information and research comes from, clearly citing the source according to MLA guidelines
- Using information appropriately
- Acting ethically and “doing the right thing” even when you are facing difficulty
- Asking your teachers for support with citation of sources prior to submission

## Academic Misconduct

Academic misconduct is defined as the giving or receiving of unauthorized assistance from any other person or source of information without properly acknowledging the source.

Academic misconduct includes but is not limited to the following:

**PLAGIARISM:** the representation of the ideas or work of another person, in whole or in part, as the student's own. This includes but is not limited to the use of large language model AI chatbots, such as ChatGPT or similar, to produce an approximation of student work.

**ACCIDENTAL PLAGIARISM:** the result of poor note-taking, paraphrasing or quotation without properly citing the reference

- Forgetting to identify where the information is from
- The use of the exact words of another person without quotation marks and subsequent citation
- Paraphrasing another writer's words or ideas into your own words without acknowledging the source

**COLLUSION/GHOSTWRITING:** acting with another person or persons (including legal guardians) through unauthorized collaboration on assessments

**DUPLICATION OF WORK:** presentation of the same work for different assessment requirements, including one's own work



### **EXAMINATION MISCONDUCT:**

- Taking unauthorized materials into an examination room (ex: an electronic device other than a permitted calculator, notes, a cellphone, a smart watch) regardless of whether this material is used or contains information pertinent to the examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract other students or invigilators.
- Exchanging or in any way supporting the passing of information that is related to the examination
- Using large language-model AI chatbots or similar (such as ChatGPT) in order to generate answers in an examination setting
- Copying the work of another student
- Failing to comply with the instructions of the invigilator or the member of the school's staff responsible for the conduct of the examination
- Impersonating another student
- Stealing examination papers

### Rights and Responsibilities of Stakeholders in Maintaining Academic Honesty

#### **SCHOOL**

This policy must be a means of promoting good practice by students, staff members and community stakeholders. Saint Lambert International High School has a responsibility make this policy publicly available to all staff, students and their legal guardians as well as to promote the use of the MLA citation style to ensure organization and consistency across subjects.

All teachers and staff members have the responsibility to promote and provide guidance on academic honesty so that students gain a clear idea of what constitutes academic misconduct in a variety of disciplines. Saint Lambert International and all its staff members have a responsibility to acknowledge the source of data, photographs, diagrams, illustrations, media, maps and so on must be modeled and be made clear to students by their teachers.

#### **TEACHERS AND SUPPORT STAFF**

Teachers and support staff are responsible for full awareness of the variety of forms academic misconduct can take.

Staff has a responsibility to have a working knowledge of the referencing conventions adopted by the school and actively use them when providing students with reference material. In fact, all educators at SLI must epitomize good academic practice and act as role models for the students.

SLI staff has the responsibility to abide by the Five Fundamentals of Academic Integrity in their professional and, if relevant, personal academic practices.



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Saint Lambert International staff has the responsibility to inform parents of any and all instances of academic misconduct at the time of the incident.

SLI staff has the right to demand academic integrity of all students, at all times.

Teaching staff has the right to use their professional judgement in determining the consequences for academic misconduct.

SLI staff has the right to courteous and solutions-oriented discussion with parents and students after an incidence of academic misconduct.

## **STUDENTS**

Students have the responsibility to be aware of the expectations around Academic Integrity, paired with explicit teaching and support from SLI staff.

Students have the responsibility of acting with academic integrity at all times and in all settings, embodying the Five Fundamentals of Academic Integrity.

Students have a responsibility to check their own work for accidental academic misconduct prior to submission.

Students have a responsibility to accept the consequences of actions related to Academic Misconduct.

Students have the right to scaffolded instruction regarding MLA formatting, with cohesive expectations across the curriculum at every grade level.

Students have the right to access the school MLA guide during any assessments for which there are expectations relevant to citation or formatting style.

Students have the right to courteous and solutions-oriented discussions with staff after an incidence of academic misconduct.

## **PARENTS and GUARDIANS**

Parents and guardians have a responsibility to be aware of the expectations around Academic Honesty and the contents of the school's Academic Honesty policy.

Parents and guardians have a responsibility to understand and support the use of the MLA style guide.

Parents and guardians have a responsibility to model the Five Fundamentals of Academic Integrity in support of their child's affective and academic growth.

Parents have the right to be informed of any incidences of academic misconduct in a timely manner.

Parents have the right to courteous and solutions-oriented discussions with the teacher about their child's academic progress after an incidence of academic misconduct.



# Saint-Lambert International

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## Essential Agreements

We will...

- Promote and model the traits and characteristics of the IB Learner Profile
- Abide by the Five Fundamentals of Academic Integrity.
- Clarify what constitutes cheating and plagiarism
- Ensure students are aware of the consequences of cheating and plagiarism under Saint-Lambert International High School Academic Honesty Policy
- Clearly distinguish the differences between legitimate collaboration and unacceptable collusion.
- Clarify, explain and provide students with examples of referencing using the Saint-Lambert International High School MLA style guide.
- Provide guidance on how to paraphrase. Paraphrasing is the use of another person's words or ideas presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, it is still necessary to acknowledge the sources.
- Take into account the use and acknowledgement of sources when marking regular class and homework assignments for assessment.
- Provide the students with strategies, information and guidelines regarding the use of digital images, music, video and other media.
- Focus on the ATL skills for learning, specifically but not limited to information literacy, media literacy and self-management skills.
- Incorporate approaches to teaching that engage students to learn through inquiry-based, collaborate and conceptually-driven units.

## Procedure for Improper Conduct

When a teacher has reason to believe that academic misconduct has occurred, the following steps will be taken:

- The teacher and administration will respect the need for confidentiality and will handle the situation with care.
- The instance of academic misconduct will be documented in the students' personal file.
- The teacher's professional judgement will be used in order to decide whether or not the students will be allowed to rewrite, and within what context.

In all cases of academic misconduct, the parents/guardians of the student will be notified in a timely manner.



# Saint-Lambert International

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## Sources

The contents of this policy are based on and make reference to:

- Middle Years Programme MYP: From principles into practice (2022)
- Riverside School Board Code of Conduct
- Programme standards and practices (2022)
- IB Academic Integrity Policy (2019)
- IB Learner Profile
- IB Ten Tips for Acting with Integrity (2022)
- Academic honesty in the IB educational context (2016)
- The Fundamental Values of Academic Integrity, 2<sup>nd</sup> Ed. (2012)

## Review Process

This policy document will be reviewed as and when the administration, program coordinator or staff feel it necessary, but no later than 5 years from acceptance.

The school community will ensure its implementation through planning meetings and appraisals. It is shared with all stakeholders annually via email in August, and is available on the school website.

Date of acceptance: 30 November, 2023.

Date of next review: 25 June, 2025.