

# Annunciation Catholic Elementary IB World School Academic Integrity Policy

## Philosophy

At Annunciation IB World School, academic integrity is an important component of educational programming at all levels. We expect all stakeholders (students, teachers, and administration) to maintain academic integrity. Students are expected to be responsible, *risk-takers*, and *knowledgeable* in the skills needed for academic integrity. Students who deliberately attempt to gain advantage in marks through dishonest practices, cheating or plagiarism, will gain no credit for work they have neglected to complete themselves. As well, stakeholders will be involved in a restorative practice plan should an incident of academic dishonesty arise and will be documented in the student's school file.

At Annunciation, our definitions of malpractice are:

- Plagiarism: this is defined as the representation, intentionally, of the ideas or work of another person without proper, clear, explicit acknowledgement
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another,
- Duplication of work: this is defined as the presentation of the same work for different assessment components
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate.

## Student Responsibilities

The student is, ultimately, responsible for ensuring all work submitted is authentic; with the work or ideas of others fully and correctly acknowledged. Students are expected to value the attitudes and skills of being a *principled communicator* in all learning and assessment. They are responsible to:

- understand what constitutes academic honesty, an authentic piece of work and intellectual property
- learn to *care* for and appreciate the ideas of others by providing reference pages
- be *knowledgeable* about what constitutes malpractice (particularly plagiarism)
- use the appropriate conventions for citing and acknowledging original authorship and internet sites
- *inquire* into the validity of an author's ideas and be *reflective* of their interpretation
- ensure their exhibition work reflects the criteria for academic integrity.

## Staff Responsibilities

It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all student work is the authentic work of each student. Teachers are also expected to support and act in accordance with the school's policy on good academic practice and provide students with advice whenever necessary. In this respect, teachers must act as positive role models for the students.

The principal, and by extension, the school's teachers, must ensure they:

- promote and model academic honesty within the school culture and encourage the students to be critical *thinkers* and *open-minded* to various sources of information
- provide guidance on study skills, academic writing, how to conduct research, and how to cite sources
- remind students of policy and expectations
- educate students on appropriate conventions for citing and acknowledging original authorship and internet site
- model academic honesty
- inform the students of the consequences of being found guilty of malpractice
- report academic malpractice to parents
- follow through with a restorative action plan for the student.

## Parent Responsibilities

The parents are responsible for reviewing and supporting their child with adhering to the policy. The parents must:

- ensure work submitted by their child is his/her own work
- develop an understanding of academic integrity

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- lead by example and demonstrate how to access resources for personal inquiries appropriately.

--Scope and Sequence for Digital Citizenship

Kindergarten	<p>Students will:</p> <ul style="list-style-type: none"> <li>• name the author, illustrator, title of a book.</li> <li>• understand where to find different ideas.</li> <li>• acknowledge the assistance I receive from parents, older students, and friends.</li> <li>• begin to understand password confidentiality.</li> <li>• understand what is appropriate content on the internet and seek help if content is unfamiliar.</li> </ul>
Grade One	<p>Students will:</p> <ul style="list-style-type: none"> <li>• manage ideas and information.</li> <li>• find information on a topic using a variety of sources such as picture books, concept books, people and fieldtrips.</li> <li>• uses text features, such as illustration, titles, and opening shots in video in programs to access information.</li> <li>• state where they found the information.</li> <li>• be taught to never give personal information on the Web or give their password to others.</li> </ul>
Grade Two	<p>Students will:</p> <ul style="list-style-type: none"> <li>• be able to, with assistance, show where they got information with assistance. <ul style="list-style-type: none"> <li>• Recognize a reference page for report.</li> <li>• -Can copy and paste website addresses for information or pictures taken from the internet. <ul style="list-style-type: none"> <li>- Students will be taught that when you use the Internet, you leave digital footprints. It is important to have a good ethical behavior while using it (pictures, language, etc.) Also if they encounter inappropriate pictures or information while searching on the Web, they must automatically close the window and tell the teacher.</li> </ul> </li> <li>• -Students are encouraged not to plagiarize answers on someone else’s test or work.</li> </ul> </li> </ul>
Grade Three	<p>I can show where I got information.</p> <ul style="list-style-type: none"> <li>-Cite book, author, and illustrator. (minimum)</li> <li>-Investigating different websites to show examples of how “real” a site may look, yet is full of false information</li> </ul>
Grade Four	<p>I can use my own words. I can cite one source with a fill in the blank form</p> <ul style="list-style-type: none"> <li>- Try to rephrase the information that they have found online or in books in their own words.</li> <li>-Cite book, author, and the year the book was published.</li> </ul>

	-For a website, can list the title of the page/section of the webpage used. Title of the webpage. Date it was published. Online.
Grade Five	<p>I can use my own words. I can cite multiple sources (books, videos).</p> <p>--Difference between fact and opinion</p> <p>-Referencing original author when incorporating info in their own writing. (According to, as seen in...) How to include a direct quotation.</p> <p>-For a website, can list the title of the page/section of the webpage used. Title of the webpage. Date it was published. URL of the webpage.</p>
Grade Six	<p>I can use my own words. I can use multiple sources online (websites).</p> <p>-Discuss Cyberbullying</p> <p>-Students should cite primary sources, books, reference works/encyclopaedias, magazines/newspaper articles, websites and interviews using the APA formatting outlined in the table below. - For a website, can list the Author. Title of the page/section of the webpage used. Title of the webpage. Date it was published. URL of the webpage.</p>