Academic Honesty Policy
St. Francis of Assisi Elementary School
Primary Years Programme
Final Revision October 2025

It is our contention that a culture of academic honesty relies upon beliefs, attitudes and practices of academic integrity to which all stakeholders commit. Thus, educators (parents and staff) and students must work together to create an environment in which all stakeholders embrace the Learner Profiles.

The school has created an academic honesty policy with the goal of promoting student learning, developing the whole student, and supporting our school community's understanding of academic honesty. Our school mission and philosophy and also the International Baccalaureate Organization's (IB) core principles and Learner Profile inform this policy.

Mission
In the spirit of St. Francis of Assisi, we are an inclusive school community that attentively nurtures love, understanding, faith, knowledge, and individuality.

Introduction

In order to best practice academic honesty students must learn the proper skills and develop the proper knowledge and attitudes to be academically honest. These skills include being able to properly give credit to another person's intellectual property, take responsibility for one's own actions, and approach the learning environment with respect.

IB Learner Profile

St. Francis Elementary School encourages learners to be: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Our philosophy reflects the Franciscan, Catholic values that require principled learning and honesty in our students' work.

Academic Integrity

Academic integrity is essential for the ongoing development of lifelong learners and engaged global citizens who support social justice; thus all stakeholders of SFES must support academic

integrity that ensures authentic learning. This includes students being attentive and physically, mentally, and spiritually prepared for learning experiences in whatever form they occur. Caring for all materials and facilities that support academic growth is an essential component.
A principled learner takes full ownership of his/her educational behaviors, actions, and attitudes. In light of this, a principled learner does the following:

- Completes work in assigned time
- Produces their own unique work
- Shows investment in the learning process
- Follows directions, instructions and rubrics
- Contributes to a group effort
- Contributes their own thoughts and gifts to the process

Appropriate collaboration is encouraged (and often integral to assigned projects) but ideas and writing must reflect each individual student's effort.

Please note the following:

- The assessment rubrics can assist in identifying elements that are expected to be collaborative group effort and those that are to be individual endeavors.
- Students are encouraged to collaborate in some instances; for example, they might work together as a group for ideas or data, but all other required parts of the work should be individually completed.
- Students are to follow the guidelines of specific collaborative group assignments to assure that all members are contributing appropriately and adequately to the group project.
- For research specific projects, teachers utilize Google Classroom Check Plagiarism (originality) option within the gradebook. This option also allows students to check their work up to three times prior to final submission.

DEFINITIONS OF MALPRACTICE *(adapted from Understanding Academic Misconduct IB, September 2014/January 2015 pg. 95)*

Academic misconduct includes:

- Plagiarism- the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment. We teach MLA rules and conventions for proper citation and acknowledgement of original authorship.
    - MLA formatting guides provided to students
    - MLA formatting includes parenthetical citations

        - "Quotation" (Author's last name and page number)
    - MLA bibliography/works cited
        - Author. "Title." *Title of website*, Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). Date of access.

- Collusion - supporting academic misconduct of another student, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work- the presentation of the same work for different assessment components
- Any other behavior that gives an unfair advantage to a student or that affects the results of another student

Examples of academic misconduct include:

Plagiarism- Copying homework and presenting it as one's own, reproducing information from the Internet without proper citation or any other source, or paraphrasing a source by merely replacing words with synonyms and reorganizing or rephrasing groups of words without proper citation or any other source.

Collusion - Allowing someone to copy one's work or rely heavily on one's work rather than producing his/her own work, improper sharing of information about an upcoming assessment.

Duplication of work - Submitting the same work for different IB program requirements unless otherwise directed in the instructions.

Other behavior that gives an unfair advantage or affects another student - falsifying data, misconduct during an examination, violating the procedures of a test such as inappropriate communication.

SCHOOL'S RESPONSE TO ACADEMIC MALPRACTICE;

*We strive to separate assessment of knowledge and skills mastery from behavioral choices.

When academic malpractice appears to have occurred, teachers will report the incident to the associate principal who will investigate and make a determination as to whether there is sufficient evidence to take action.

1. If there is sufficient evidence to take action, the associate principal will:
    a. Report the incident to the head of the school and IB coordinator.
    b. Contact the parents to arrange a meeting to review the academic honesty policy (at the discretion of the associate principal).
    c. Set guidelines for appropriate completion of the assignment.

2. In cases of academic malpractice, students may:
    a. Earn a zero on the work in question until an alternative work is completed.
    b. Have the incident recorded in the student's academic record.
    c. Lose privilege or perform acts of restorative justice at the discretion of the teacher, associate principal, principal or IB coordinator.

Sources:

International Baccalaureate Organization. "MYP Coordinator Support Material, IB Standard B1: Academic honesty policy--Example 1." *ibo.org*. xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/samples/english/b1/Academic%20honesty_1_e.pdf. Accessed 1 Feb. 2019.

St. Francis of Assisi Elementary School. "St. Francis of Assisi Elementary School's Parent/Student Handbook." *St. Francis of Assisi Elementary School*, 2018-2019. www.stfranciselem.org/Data/Communities/95816001/Postings/Parents/Parent-Student%20Handbook-2018-2019.pdf. Accessed 15 Jan. 2019.