

Philosophy

At Cedarlane Academy, we believe that academic integrity is fundamental to a meaningful and successful educational experience. As an International Baccalaureate (IB) World School, we are committed to fostering a culture of integrity, respect, and personal responsibility. All members of our school community, including administrators, teachers, staff, students, and families, share the responsibility for upholding these principles.

Students at Cedarlane Academy are expected to demonstrate integrity by producing authentic, original work and by respecting the intellectual property, efforts, and perspectives of others. Students are expected to engage in academic inquiry with integrity, conducting research thoughtfully and responsibly while adhering to recognized academic practices.

Our commitment is to nurture principled learners who are honest, trustworthy, and accountable for their own actions. As part of a rapidly evolving digital world, students must also learn to use technology, including artificial intelligence, in a thoughtful and ethical manner that supports learning rather than replaces it.

The Academic Integrity Policy exists to ensure that all students understand these expectations and the importance of academic honesty. It also provides clear guidance and supportive steps to help students understand and uphold academic integrity, along with fair responses when expectations are not met. Respecting the need for authentic student work is essential in preparing our students to become responsible, ethical contributors to both local and global communities.

Academic Misconduct

Cedarlane Academy has adapted the definition of Academic Misconduct from the International Baccalaureate Academic Integrity Regulations.

A. Plagiarism - Defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. Work must be properly cited in MLA and APA format

(https://owl.purdue.edu/owl/research_and_citation/resources.html)

MLA example: Wysocki, Anne Frances, et al. Writing New Media: Theory and Applications for Expanding the Teaching of Composition. Utah State UP, 2004

APA example: Armstrong, Dorsey. (2019). Malory and character. In M. G. Leitch & C. J. Rushton (Eds.), A new companion to Malory(pp. 144-163). D. S. Brewer.

B. Collusion - Defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment and assignment by another.

C. Duplication of work - Defined as the presentation of the same work for different assignments.

D. Misconduct during an examination, test or quiz - Defined as taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another student.

E. Any behavior intended to give a student an unfair advantage or negatively impact the performance or results of others.

F. To uphold academic integrity and ensure meaningful learning, the following guidelines apply to the use of translation tools and artificial intelligence (AI) tools in all student work. These expectations may vary based on individual teacher requirements, assignment guidelines, and course assessments. Teachers will clearly communicate when and how translation or AI tools may be used in their class. Misuse of these tools may be considered a violation of the school's academic honesty policy and may result in consequences aligned with classroom or school-wide disciplinary procedures.

1. **Use of Translators:**

Students may use translation tools (digital or human) to support understanding of specific vocabulary or short phrases. However, the use of translators to complete entire assignments or write complete essays is not permitted unless explicitly approved by the teacher. All work submitted should reflect the student's own understanding and language ability.

2. **Use of Artificial Intelligence (AI) Tools:**

Students may not submit text, images, or other content generated by AI tools as their own without proper acknowledgment. If AI-generated content is used, whether directly, paraphrased, or modified, it must be clearly cited within the body of the work and included in the bibliography or reference list. The appropriateness of AI tool usage may vary depending on the assignment and teacher expectations.

Collusion is not the same as collaboration. Collaboration means working together with other students in a way that follows the teacher's instructions—for example, helping each other during a project or group assignment. Collusion, on the other hand, is when students share work in a way that goes against the rules, like copying someone's answers or letting someone else do the work for them. Your teacher will always let you know when and how you're allowed to work with others, so it's important to follow those directions.

In the event of a suspected breach of academic integrity within the International Baccalaureate Middle Years Programme (MYP), students are entitled to a fair and transparent process. This includes the right to be informed of the specific allegations, to review any supporting evidence,

and to respond to or appeal decisions made. All proceedings will be handled confidentially and in alignment with IB policies to ensure a respectful and equitable resolution.

SHARED RESPONSIBILITY FOR ACADEMIC HONESTY

The effectiveness of this policy depends on the collective understanding, acceptance, and shared responsibility of administrators, teachers, parents, and students.

Student Responsibilities

In alignment with the IB Middle Years Programme philosophy, students are expected to demonstrate principled behavior and a commitment to academic integrity. Each student will:

- Manage time wisely and dedicate enough time for thoughtful study and preparation, while also maintaining a healthy balance between schoolwork, personal well-being, and other outside commitments.
- Attend class consistently and engage actively in learning experiences.
- Safeguard your own academic work and avoid collusion by not lending or borrowing assignments or allowing others to copy your work.
- Adhere strictly to established time limits during assessments.
- Maintain the integrity of assessments by neither viewing another student's test nor permitting their own to be viewed.
- Refrain from altering assessment items after they are returned for review.
- Avoid discussing assessments until all students have had the opportunity to complete them.
- Ensure all submitted work is their own and does not misrepresent the contributions of artificial intelligence, family members, or others.
- Use AI tools ethically and only when authorized by the teacher, with proper acknowledgment of its use.
- Contribute meaningfully and equitably to group tasks, ensuring collaborative effort.
- Develop academic honesty through proper citation practices, including in-text citations, footnotes, and bibliographies. Refer to

https://owl.purdue.edu/owl/research_and_citation/resources.html

- All assignments must be submitted in a timely manner, in accordance with each teacher's specific deadlines and expectations.

Parental Responsibilities

In support of the IB Middle Years Programme's emphasis on academic integrity, balance, and personal responsibility, parents and guardians are encouraged to:

- Model and promote values rooted in honesty, integrity, and ethical decision-making.
- Provide a quiet, structured space and adequate time used for study.
- Promote student independence by offering guidance and monitoring without completing assignments for them.
- Guide students in managing their time effectively and balancing academic, extracurricular, and personal responsibilities.
- Help monitor and support students' academic progress to ensure they stay on track with their learning goals via Aeries Parent Portal.
- Encourage students to advocate for themselves by expressing their needs, asking questions, and taking ownership of their learning.

Teacher Responsibilities

In alignment with the IB Middle Years Programme and the values of academic integrity, teachers are expected to:

- Review the Cedarlane Academy's Academic Honesty Policy with students at the start of the school year, alongside course syllabi that clearly outline expectations and consequences related to academic dishonesty.

- Explicitly define and provide examples of academic dishonesty to ensure students understand unacceptable behaviors.
- Clearly communicate whether tasks are to be completed individually or collaboratively, with specific guidance on what constitutes appropriate group work.
- Actively supervise students during assessments to promote a fair testing environment through the use of physical monitoring and LanSchool. Check for plagiarism using tools, such as ChatGPT.
- Maintain the security and confidentiality of all completed assignments and assessments.
- Protect student data by keeping all grade records confidential; ensure that only authorized personnel handle grade entry and maintenance.
- Provide clear, consistent expectations for the use of artificial intelligence in the course, including ethical considerations and appropriate citation practices.
- Approach violations of the Academic Integrity Policy as meaningful opportunities for learning and personal development, emphasizing restorative practices over punitive measures whenever appropriate.

Administrator Responsibilities

In alignment with the principles of the IB Middle Years Programme and the Cedarlane Academy Academic Honesty Policy, administrators are expected to:

- Ensure all teachers receive and distribute the school's Academic Honesty Policy to students and families at the beginning of the academic year.
- Ensure that the signed Parent/Student Agreement Statements are uploaded to the Aeries Data Confirmation system and reflected in students' cumulative records to promote shared accountability.
- Actively support teachers in promoting and upholding a culture of academic honesty across all disciplines.
- Address instances of academic dishonesty as opportunities for student growth, reflection, and character development, minimizing punitive responses when appropriate.
- Document incidents and follow-up actions in Aeries, and provide timely communication to referring teachers regarding outcomes.

- Facilitate restorative conferences and counsel students involved in academic dishonesty to reinforce ethical decision-making.
- Maintain open communication with teachers about students with prior incidents to support proactive intervention.
- Collaborate with staff to ensure the security of both digital and physical learning environments.
- Review and resolve appeals in a fair, consistent, and transparent manner, aligned with the values of the IB Learner Profile.

Responses to Academic Misconduct

1. First Occurrence - Conference with student and teacher
2. Second Occurrence - Conference with parent
3. Third Occurrence - Possibly 0 on assignment with conference with administration