



# Children's World Academic Honesty Policy



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## The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

### **IB learners strive to be:**

**Inquirers** - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Our Philosophy**

The Policy on Academic Honesty addresses the implementation of our values and beliefs which are in line with the IB philosophy. Academic honesty must be seen as a set of values and skills that promote good practice in teaching, learning and assessment. The concepts of intellectual property and authenticity of work and proper conduct during testing procedures are related to academic honesty (Academy honesty, Diploma Programme, updated July, 2011).

The content of this policy is based on our own practices in an Elementary school and the IB document: *Academic honesty, Diploma Programme, updated July, 2011*.

As Elementary educators, we act as the corner stone to prepare our students for the MYP and DP programmes by exposing them to ethical dilemmas to open discussions and reflections.

### **Roles and responsibilities: Academic honesty is the responsibility of the school, the administrator, teachers, parents, and students**

- discussing appropriate help regularly with parents;
- ensuring parents and students understand what the **learner profile** value of academic honesty means;
- making clear what will happen if submitted work is not the student's own

As Elementary school educators, our role consists primarily of raising students' awareness of what is academic honesty is and the importance of related concepts (by teaching them about the ethical issues related to academic honesty).

### **Teachers encourage honest creative, critical PYP work by:**

- creating inquiry-based assessment tasks where creativity is encouraged and where the use of information helps to solve a problem;
- designing assessment criteria that value and reward the work required, rather than only the result;
- teaching ways to acknowledge others: PYP students can learn to use quotation marks to mark other's words or describe what help was useful and why;
- teaching reflection on the learning process: reflective writing about source values students' hard work rather than stressing formal citation or demonizing copying;
- Grade 6 students receive a workshop on academic honesty by a professional librarian at our School Board before embarking on their Exhibition projects;
- Students from all grade levels are made aware of academic honesty by teachers and the computer technician every time they do research in the computer lab.

*(Academy honesty in the IB, Jude Carroll, IB position paper, October, 2012)*

As part of the process of educating students about the importance of academic honesty the following definitions will be used:

### **Definition of cheating**

1. The intentional giving or receiving of an unfair or dishonest advantage over other students; any such advantage that is not authorized by a teacher and/or other staff member.
2. This may be done by any means whatsoever including but not limited to fraud, threat or force, theft, unacceptable talking, signs, gestures, copying from another students, unauthorized use of any materials, books, software programs, computer/ equipment or other information.
3. Attempted cheating

### **Definition of plagiarism**

1. Presenting as one's own words and work (including images, photos, art, etc.), ideas, or the opinions of someone else without proper acknowledgement.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without permission.

### **Consequences**

Although we expect our students to choose, act and reflect in an ethical manner, students must also understand that there are consequences for unethical behaviour.

Any cases of cheating and plagiarism will be treated seriously and will be appropriately sanctioned. Although each case will be evaluated on individual basis according to relevant circumstances, it should be noted that if a student cheats or plagiarizes he or she may receive zero for the assignment; making up the assignment is at the discretion of the teacher.

*\*Adapted from Calgary Board of Education*

It is important to mention that our policy regarding Information Communication Technology is related directly to Academic Honesty in a number of fundamental ways. For example, as a school, we have embraced the notion of good Digital Citizenship which teaches students how to behave responsibly in a digital world. A key part of teaching and learning how to be a good Digital Citizen is to understand issues such as copyright, rights of authorship, as well as learning proper citation of sources of information obtained from searching the internet. Although the scope of this policy is not as broad as what may be required at the secondary level, it is important to introduce these ideas to students in elementary with concrete examples. One such example is helping students to learn how to properly acknowledge sources of information (from digital as well as print sources) when preparing and presenting their exhibition projects.

***Consult our ICT Policy for more information on Digital Citizenship at CWA.***

### **Parent Responsibility**

- Encourage academic honesty and support their child by modelling personal integrity.

### **Administrator Responsibility**

- Support and encourage students, teachers, and parents by modelling academic honesty, personal and professional integrity;
- Support and promote the implementation of our Digital Citizenship Policy;
- Recognize the importance of reviewing this Academic Honesty policy and its links to other policies such as the Digital Citizenship policy and the Assessment policy.

### **References**

*Academic honesty, Diploma programme, July, 2011*

*Academic honesty in the IB, Jude Carroll, IB position paper, October, 2012*

*IB Learner Profile Booklet, updated January, 2009*

*Academic Honesty Policy, Heritage Regional High School, September, 2012*



## Google Apps for Education Permission Form

Dear Parents/Guardians,

The Lester B. Pearson School Board utilizes Google Apps for Education for students, teachers, and staff. This permission form describes the tools and student responsibilities for using these services. As with any educational endeavor, a strong partnership with families is essential to a successful experience.

**The following services are available to each student and hosted by Google as part of Lester B. Pearson School Board's online presence in Google Apps for Education:**

**Mail** - an individual email account for school use managed by the Lester B. Pearson School Board

**Calendar** - an individual calendar providing the ability to organize schedules, daily activities, and assignments

**Drive** - a word processing, spreadsheet, drawing, and presentation toolset that is very similar to Microsoft Office

**Sites** - an individual and collaborative website creation tool

Using these tools, students collaboratively create, edit and share files and websites for school related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any Internet-connected computer. Examples of student use include showcasing class projects, building an electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

## **Guidelines for the responsible use of Google Apps for Education by students:**

1. **Official Email Address:** All students will be assigned a *username@lbpearson.qc.ca* email account. This account will be considered the student's official LBPSB email address until such time as the student is no longer enrolled with the Lester B. Pearson School Board.

2. **Prohibited Conduct:** Please refer to the board policy - LBPSB's appropriate use of digital communications and technologies policy, as well as the Children's World Academy Information and Communication Technology Policy.

3. **Access Restriction.** Access to and use of student email is considered a privilege accorded at the discretion of the Lester B. Pearson School Board. The Board maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or School Board policies have occurred. In such cases, the alleged violation will be referred to a building Administrator for further investigation and adjudication.

4. **Password use.** Classroom teachers or other staff members at the school who are responsible for managing the use of Google Apps for Education with groups of students must be provided with students' passwords. This is mandatory in order to allow school staff to properly monitor students' accounts for any prohibited conduct or inappropriate use of these on-line services.

Each student must provide his/her classroom teacher with any password(s) used to access any of the on-line services associated with Google Apps for Education described above. Failure to do so, or changing a password without informing the classroom teacher will result in immediate suspension of the privileges described in this document that are associated with the use of Google Apps for Education.

5. **Security.** Although Google does have a powerful content filter in place for email, the Board cannot assure that users will not be exposed to unsolicited information.

6. **Privacy.** Lester B. Pearson School Board School and all electronic users should treat electronically stored information in individuals' files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. The Board reserves the right to access the *username@lbpearson.qc.ca* Google systems, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.



### Google Apps for Education Permission Form

#### By signing below, I confirm that I have read and understand the following:

- Under “*la loi sur l’instruction publique*”, a student's education records are protected from disclosure to third parties.
- I understand that my child's email and schoolwork are stored in Google Apps for Education.
- I understand that there is no “*guarantee of confidentiality*”. Lester B. Pearson School Board follows sound professional practices in providing for the security of student work stored online. However, in today’s environment security systems are not infallible and the confidentiality of our systems and data are not guaranteed.
- I understand that I may ask for my child's account to be removed at any time.

\_\_\_\_\_ **YES**, I give permission for my child to be assigned a full Lester B.Pearson School Board Google Apps for Education account. This means my child will receive an email account, access to Google Drive, Calendar, and Sites.

\_\_\_\_\_ **NO**, I do not give permission for my child to be assigned a full Lester B.Pearson School Board Google Apps for Education account. This means my child will NOT receive an email account or access to Google Drive, Calendar, and Sites.

Student Name: \_\_\_\_\_  
(print student name)

Parent Name \_\_\_\_\_  
(print parent name)

Student Date of birth \_\_\_\_\_ Student Grade Level: \_\_\_\_\_  
(MM/DD/YY):

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

Please sign and return this form with the rest of the enrollment packet.



### **Why use Google Apps for Education?**

- To provide students with access to current technology applications and free tools designed for collaboration with other students and teachers
- To give students the ability to work on their documents both in school and at home - anytime and anywhere from any Internet connected device
- To help students work collaboratively, engage in peer-editing of documents, and publish for a wider audience within the Lester B. Pearson School board
- To facilitate “paperless” transfer of work between students and teachers
- To provide adequate (five gigabytes) long-term storage space for student work
- A potential cost savings in terms of software licensing and document storage

### **How is the Lester B. Pearson School Board and Google linked together?**

The Google agreement with the Lester B. Pearson School Board provides access to Google applications and storage. While Google hosts these services off-site, the School Board maintains the ability to manage users, groups, and settings, much like other locally hosted systems. This means that LBPSB can grant and remove user access, and control other settings to ensure a safe and secure collaboration environment for students and teachers.

### **What personal student information will be stored in Google Apps for Education?**

The terms of the Google contract with the Lester B. Pearson School Board mandate that we must have parental permission for the use of Google Apps for Education. On the Google permission form that parents are asked to sign, it states that "information about my child will be collected and stored electronically."

Google does not request any personal information from students and the School Board does not provide personal student data (ex. birthdate, address, phone number, grades, test scores) to Google. That information resides in the LBPSB student information system and is not stored nor available to Google.

Information about the Google Apps for Education security and privacy policy is available at: <http://www.google.com/apps/intl/en/edu/privacy.html>