GLOBAL LANGUAGE ACADEMIES OF DOWNEY
CARPENTER

Academic Honesty Policy

Mission Statement

At Carpenter Elementary, we cultivate a love of learning; we ignite curiosity through inquiry-based experiences while thriving in a compassionate, active, and multilinguistic environment. We foster a school community where our internationally-minded youth develop an appreciation of differences and respect for the dignity of all people.

Statement of Philosophy

At Carpenter Elementary School, we believe academic honesty is fundamental to developing principled, reflective, and responsible learners. Guided by the International Baccalaureate Learner Profile, students are encouraged to take ownership of their learning, produce authentic work, acknowledge the contributions of others, and act with honesty in all academic endeavors. Academic integrity is a shared responsibility among students, staff, and families and supports the development of ethical citizens who contribute positively to their local and global communities

Purpose

This policy is to promote a culture of honesty, responsibility, fairness, and respect in all aspects of teaching and learning. It supports the development of principled learners who produce authentic work, respect the ideas of others, and demonstrate ethical behavior in both academic and personal contexts. Consistent with the philosophy of the IB and Downey Unified School District (DUSD) policy, academic integrity is an essential component of learner agency, inquiry, and lifelong learning.

Academic Honesty in the Primary Years Programme (PYP)

Academic honesty is explicitly taught and reinforced throughout the Primary Years Programme (PYP). Through inquiry, research, collaboration, and reflection, students learn to:

- Complete their own work to the best of their ability.
- Give credit when using the ideas, words, images, or work of others.

- Use technology responsibly and ethically.
- Demonstrate honesty during assessments and learning experiences.
- Respect the intellectual property and contributions of others.

These understandings are developed in age-appropriate ways and become increasingly sophisticated as students progress through the program.

Roles and Responsibilities

Students

Students are expected to act honestly, complete authentic work, acknowledge the contributions of others when appropriate, and demonstrate the attributes of the IB Learner Profile in their academic work and daily interactions.

Staff

Teachers and staff are responsible for explicitly teaching academic integrity, modeling ethical practices, providing developmentally appropriate instruction on research and source acknowledgment, and supporting students in producing authentic work.

Parents and Guardians

Parents and guardians support academic integrity by encouraging authentic independent work, reinforcing responsible use of technology, and promoting honest academic practices at home.

Developmental Expectations

TK–2: Students learn to share ideas in their own words and understand that copying is not learning.

Grades 3–5: Students paraphrase information, give credit to sources, distinguish collaboration from independent work, and sign academic honesty statements for major assessments.

Intellectual Property

Students will respect books, websites, images, music, artwork, and research by giving appropriate credit.

Responsible Use of AI

In accordance with DUSD AI guidelines, AI tools may support brainstorming or vocabulary but may not replace student thinking or complete assignments.

Academic Misconduct

Because Carpenter Elementary serves young learners, academic misconduct is viewed primarily as a learning opportunity. Examples may include:

- Copying another student's work.
- Presenting someone else's ideas, words, or images as one's own.
- Receiving inappropriate assistance on assignments.
- Sharing answers during assessments.
- Misusing technology or digital resources.
- Fabricating information, data, or sources.

Incidents will be addressed in a manner that is educational, restorative, and appropriate to the student's age and developmental level.

Response to Academic Misconduct

When concerns regarding academic integrity arise, school staff will work collaboratively with students and families to promote understanding and growth. Responses may include reteaching expectations, revising assignments, restorative conversations, reflection activities, parent communication, and additional support in research or study skills. Repeated or serious incidents will be addressed in accordance with Carpenter Elementary and DUSD policies.

Commitment to Academic Integrity

Carpenter Elementary School is committed to fostering an inclusive culture of integrity in which students learn to be honest, responsible, and reflective members of the learning community. Through consistent instruction, collaboration with families, and alignment with IB principles, students are empowered to become ethical learners who value authenticity and respect the work of others.

Policy Review and Stakeholder Involvement

This Academic Honesty Policy is reviewed annually by relevant stakeholders to ensure continued alignment with IB standards and practices, DUSD policies, and the mission and educational goals of Carpenter Elementary. Revisions will be made as needed to reflect changes in program requirements, district policies, and the evolving needs of the school community.

Adopted by: Carpenter Elementary School
Last Review Date:10/30/2026
Next Review Date: