

# Macfarlane Park Elementary Magnet School

## Academic Integrity Policy

### **PYP Definition of Academic Integrity:**

*“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.”*

*(Academic Integrity, October 2019. © International Baccalaureate Organization)*

### **Philosophy:**

The Macfarlane Park Elementary Magnet academic integrity philosophy is created with all stakeholders considered. Relevant data from all stakeholders is collected through informal/formal discussions, creative planning sessions, and surveys. The resulting philosophy was created as a collaborative effort of the stakeholders involved and is as follows:

- IB students have a responsibility to be role models to their peers
- The principles of academic integrity (honesty, trust, fairness, respect, and responsibility) align with the IB learner profile traits and are an integral part of developing the whole child in an IB program
- Academic integrity must be modeled for and explicitly taught to elementary students
- The development of academic integrity in our students is the responsibility of the leadership team, programme coordinator, teaching and non-teaching staff, parents, and business partners
- Adults in our school community have a responsibility to adhere to our academic integrity policy
- Consequences for academic integrity misconduct at the elementary level should include opportunities for growth and deeper understanding and not be merely punitive

### **Responsibilities of Each Member of the School Community:**

It is the responsibility of all stakeholders at Macfarlane Park Elementary to model and uphold our academic integrity policy for the students and to facilitate the development of the IB Learner Profile Traits at our school. In addition, our school has also set targeted expectations for specific groups within the school community.

#### **Leadership Team**

The leadership team is responsible for facilitating the creation and review of the academic integrity policy by collecting stakeholder feedback. This team will also be expected to support the consequences outlined in the policy for misconduct.

#### **Program Coordinator**

The program coordinator will ensure that stakeholders within the school community, as well as IB are aware of our academic integrity policy and have easy access to the document. The program coordinator will also work with stakeholders to identify strategies by which they can support the academic integrity of the school.

### **Teaching and Non-Teaching Staff**

The staff at Macfarlane Park Elementary are responsible for communicating the academic integrity policy to students, explicitly teaching the principles of academic integrity and why they are important, and for holding students accountable when the policy is not followed.

### **Parents**

Macfarlane Park Elementary parents are expected to review the academic integrity policy with their children and to uphold the principles of the policy when helping students with homework and projects. Parents will also be asked to attend parent seminars on the principles of academic integrity and how they can best support their students.

### **Business Partners**

Our business partners are expected to serve as experts in the field as to why integrity is important not only in school, but in all aspects of life. Business partners can provide a real-world perspective on how lack of honesty, fairness, trust, respect and responsibility impact businesses and relationships.

## **Practices for Teaching Academic Integrity Principles:**

The principles of academic integrity align with our IB Learner Profile Traits and are naturally reinforced through the activities planned to help develop those traits. In addition to our focus on the development of the Learner Profile Traits as a method for teaching the principles of academic integrity, specific principles can be reinforced in the following ways:

**Honesty** Students can identify characters in literature (ex. The Empty Pot), as well as historical figures that exemplify honesty. Honesty will be highlighted during our inquiry into the learner profile trait of “principled.” It is important to help young students identify when it is appropriate to collaborate and discuss with others, and when individual ideas and/or products are expected.

**Trust** Classes can incorporate privacy expectations into their essential agreements. Students can also participate in a peer mediation program in which older students are trusted with hearing disputes between younger students or peers to help work through difference. Empower students to recognize the boundaries as to how much parent help is too much and give them strategies for communicating those boundaries to parents.

**Fairness** Our PSPE program focuses on fairness in sports and games, as well as interactions on the playground. Lessons can also be taught on the difference between equality and equity. Many structures used to build social skills highlight fairness such as the Rally Coach Kagen Structure and the Band-aid Scenario (see appendix).

**Respect** All K-5 students are taught about copyright laws and the importance of respecting the ideas of others. Lessons are introduced by our media specialist and reinforced in the classroom. The concept of respect is reviewed at the beginning of each year as classes create their essential agreements.

**Responsibility** Intermediate students participate in lessons with the media specialist on how to correctly cite sources for projects such as exhibition bibliographies, and why this is an important responsibility we all have. Students practice citing specific parts of a text in close reading and written responses to reading. As an IB school, embedded student agency teaches responsibility when students are given choice, voice and ownership of their learning and ways to serve their community.

## **Examples of Appropriate Conduct vs Misconduct:**

### **Appropriate Conduct**

- Citing sources for ideas found online or in other sources
- Only making digital or physical copies of books/articles for which you have permission
- Keeping personal information private
- Giving each member in a group equal opportunity to contribute
- Making choices that show respect to your school community
- Taking turns in a discussion
- Admitting when you've made a mistake
- Apologizing when you've made a poor decision
- Recognizing others for their ideas
- Supporting your classmates by creating an enriching environment for learning
- Being honest about your understanding of academic content
- Clarifying with teacher when it is appropriate to collaborate

### **Misconduct**

- Taking ideas/music/images etc. from the internet or other sources and claiming them as your own
- Sharing private information about students with other people
- Not contributing to a group and claiming the partial credit for the work
- Taking over a group and not allowing other members to contribute
- Copying answers from a classmate's paper
- Having a parent complete a homework assignment or project
- Not sharing communication from your teacher with your parent
- Being untruthful when reporting an incident to an adult
- Working ahead on an assessment without permission
- Bringing notes to an assessment and using them to answer questions
- Being disruptive to your classmates during learning and/or assessment
- Logging in to another student's online account

## **Consequences of Misconduct:**

- Student leads a mini-lesson on academic integrity in their class or another class
- Student completes an IB behavior reflection sheet
- Student may miss out on initiatives that recognize academic integrity
- Teacher shares misconduct warnings with parents so they can support teacher
- Student shares a book about a character/figure who demonstrates academic integrity with class
- Student participates in peer mediation
- Student completes an alternate assessment to accurately demonstrate knowledge
- Student receives a behavior indicator on report card
- Teacher move's seat away from other students for a period of time

## **Policy on Use of Artificial Intelligence (AI)**

At Macfarlane Park Elementary, we understand the importance of fostering academic integrity from a young age. Academic integrity involves making the process of acquiring knowledge, understanding, and thinking transparent and ethical. This includes the use of artificial intelligence (AI) tools in academic work. As AI technology advances, it becomes crucial for our students to learn how to ethically engage with these tools, ensuring their use aligns with our commitment to honesty, fairness, and responsibility in learning.

### **Policy Statement on AI Use**

Students are encouraged to use AI tools for educational purposes under the following guidelines:

Ethical Use of AI: Students may use AI tools to assist with research, generate ideas, and aid in the learning process. However, any direct use of AI-generated content (text, images, graphs) in student work must be appropriately cited. AI tools are to be used as a supplement to the student's own creativity, critical thinking, and knowledge construction.

Transparency and Honesty: When incorporating AI-generated content into assignments, students must clearly indicate the source of this content. This includes citing the specific AI tool used and the nature of the content it provided. Failure to do so will be considered a breach of academic integrity, as it misrepresents the student's own work.

Teacher Support and Guidance: Teachers will guide students in understanding the ethical considerations of using AI tools in academic work. This includes discussions on the potential biases inherent in AI-generated content and the importance of critical engagement with such content.

Authenticity of Student Work: Students are expected to produce work that is genuinely their own. While AI tools can provide assistance, the core ideas, analysis, and presentation must originate from the student. Teachers will continue to work towards being adept at recognizing work that does not reflect a student's unique perspective and abilities.

### **Procedures for AI-Generated Content**

Referencing AI-Generated Content: Any use of AI-generated material must be explicitly acknowledged in the student's work, including a citation in the body of the work and a reference in the bibliography. The citation must include the AI tool used, the prompt given to the tool, and the date the content was generated.

Guidance for Using AI Tools: Students will be advised on how to effectively and ethically use AI tools. This includes using AI for initial research, asking the AI software research-oriented questions rather than essay titles, and critically evaluating the AI-generated content for biases.

Limitations on AI Use: The use of AI tools to generate complete essays, reports, or other assessments is not acceptable. Students are expected to engage deeply with their topics, using AI as a resource rather than a means to complete assignments.

### **Conclusion**

Our goal is to prepare students not only for academic success but also for responsible citizenship in a digital age. Understanding and practicing academic integrity, especially in the use of AI tools, is integral to this preparation. We are committed to guiding our students through this process, ensuring they grow into ethical and knowledgeable individuals.