



Riverhills Elementary Magnet IB World School

Primary Years Programme

Academic Integrity Policy

Vision: "Empowering children to create a better future."

Mission Statement

To guide all learners by providing meaningful opportunities which inspire life-long innovators to be caring, responsible and successful. Students will develop into globally minded citizens through collaboration, reflection, action and inquiry.

Philosophy of Academic Integrity

Riverhills Elementary Magnet School believes that the Learner Profile traits are the basis for the development of academic integrity in our students. The Learner Profile leads students to "exercise their agency, take ownership of their learning, express their ideas and opinions, and reflect." (Principles into Action)

ROLE OF TEACHERS

The staff at Riverhills Elementary are responsible for sharing the academic integrity policy with students, clearly teaching the principles of academic integrity and their significance and holding students accountable when the policy is not adhered to.

A. Prevention

Teachers will provide guidance on how to adhere to the academic integrity policy across various subjects through modeling and conferencing. This will include instructions on how to properly acknowledge and communicate ideas of others.

B. Detection

Teachers are responsible for confirming to the best of their knowledge that all student work received is authentic and original in its entirety.

C. Reporting

Teachers will address instances of academic integrity misconduct and communicate with parents. There is an opportunity to reflect. Administration will be notified when intervention is needed.

ROLE OF STUDENTS

Students play a key role in adhering to the IB Academic Honesty Policy by:

- Understanding and following the principles of academic integrity, including honesty, trust, fairness, respect, and responsibility.
- Ensuring that all student work submitted is their own, properly citing sources and acknowledging others' ideas.
- Refraining from plagiarism, cheating, or any form of dishonesty in assessments and assignments.
- Reporting any violations of the academic honesty policy to a teacher or staff member.
- Seeking guidance from teachers when unsure about collaboration, citation, or other academic integrity-related matters.
- Actively participating in discussions and activities that promote academic integrity within the school community.

All students will sign and acknowledge the school's Individual Declaration of Academic Honesty form

provided at the beginning of the year.

ROLE OF PARENTS

Parents play a crucial role in fostering academic integrity in students from kindergarten through fifth grade. We encourage our parents to model honesty and ethical behavior, emphasizing the importance of original work, respect for the ideas of others, and the value of fairness and accountability. Parents are expected to

- Reinforce the importance of being principled in all academic work.
- Encourage open communication with all stakeholders if students face academic dishonesty.
- Monitor and support their child's learning process to ensure authenticity.

TEACHING ACADEMIC INTEGRITY PRINCIPLES

The principles of academic integrity are closely aligned with the traits of our IB Learner Profile and are naturally reinforced through activities designed to foster these traits. In addition to emphasizing the development of the Learner Profile Traits to teach academic integrity, specific principles can be reinforced in the following ways:

Honesty: Students can explore characters in literature and historical figures who demonstrate honesty. The traits will be highlighted during our inquiry into the Learner Profile. It's essential to guide young students in recognizing when collaboration and discussion are appropriate and when individual work is expected.

Trust: Classes can establish privacy expectations within their essential agreements. Students may also engage in a guidance counselor mediation program. We can empower students to understand the limits of parental assistance and equip them with strategies to communicate these boundaries effectively.

Fairness: We teach students about the difference between equality and equity. Various social skills-building activities focusing on fairness and inclusion. The PSPE teacher emphasizes fairness in sports, games, and playground interactions.

Respect: All K-5 students are educated about copyright laws and the importance of respecting the intellectual property of others. These lessons are introduced by our media specialist and reinforced in the classroom. The concept of respect is revisited each year as classes collaborate to create their essential agreements.

Responsibility: Intermediate students participate in lessons with the media specialist on proper citation practices for projects, such as exhibition bibliographies, emphasizing why this responsibility is important. Students practice citing text excerpts in close reading and written responses. As an IB school, we promote student agency by giving students choice, voice, and ownership of their learning and providing opportunities to contribute to their community.

EXAMPLES OF APPROPRIATE CONDUCT VS. MISCONDUCT:

Appropriate Conduct

- Properly citing sources for ideas gathered from online or other materials
- Only making copies of books or articles when you have permission
- Keeping personal information secure and confidential
- Ensuring all group members have an equal opportunity to contribute
- Making decisions that reflect respect for your school community
- Taking turns during discussions
- Acknowledging mistakes when they occur
- Offering apologies when poor decisions are made
- Recognizing and crediting others for their ideas
- Supporting your peers by fostering a positive learning environment
- Being truthful about your understanding of academic material
- Seeking clarification from the teacher about when collaboration is appropriate

Misconduct

- Taking ideas, music, images, etc., from the internet or other sources and presenting them as your own
- Disclosing private information about students to others
- Failing to contribute to a group but taking partial credit for the work
- Dominating a group and preventing others from contributing
- Copying answers from a classmate's paper
- Having a parent complete homework or projects on your behalf
- Being dishonest when reporting an incident to an adult
- Working on an assessment ahead of time without permission
- Bringing and using notes during an assessment without authorization
- Disrupting the learning or assessment process for your classmates
- Accessing another student's online account without permission

Consequences for Misconduct

- The student fills out an IB behavior reflection sheet
- The student may be excluded from initiatives that recognize academic integrity
- The teacher communicates misconduct warnings to parents to enlist their support
- The student takes part in mediation
- The student completes an alternative assessment to accurately demonstrate their knowledge
- The student receives a behavior indicator on their report card
- The teacher temporarily moves the student's seat away from others for a period of time

AI TOOLS IN THE CLASSROOM

As emerging technologies like artificial intelligence (AI) become more popular and widely used, Riverhills is proactively identifying principles to guide the safe and responsible use of these tools for the classroom. We believe that students should be instructed about properly citing any instances where generative AI tools were used. According to IB, "students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images." (*Academic Integrity Policy*)

RESOURCES

PYP Principles to Practice, IBO

Academic Integrity Policy, IBO 2019

AI Guidance for Schools Toolkit, Code.org 2023

(Referenced Academic Integrity Policies from various sources, e.g. MacFarlane Park Elementary, Templeton Elementary, Lake Forest Elementary)