



Carrollwood Day School **IB Academic Integrity Policy- Reviewed 7/2025**

The Carrollwood Day School (CDS) Academic Integrity Policy is aligned with the school's mission to cultivate principled entrepreneurial thinkers for a global society by enriching the mind, strengthening the character, and inspiring the passions of its community. The policy is reviewed annually, with the last revision on July 24, 2025.

Overall Academic Integrity Philosophy

CDS provides a safe environment that encourages students to be creative, imaginative, and to learn from various teaching styles while developing skills to appropriately acknowledge sources and references. Based on the IB learner profile, CDS emphasizes the value and ethics of accurate citation and referencing, and the importance of academic integrity. This focus on being a principled person aligns academic development with learner development.

It is the responsibility of all stakeholders in a student's education to understand academic integrity and the consequences of malpractice. The ultimate goal of the academic integrity policy at CDS is to teach students to research, analyze, understand, and create original material with documentation to support their ideas.

Academic integrity is a guiding principle in education, representing a choice to act responsibly and build trust. It forms the foundation for ethical decision-making and behavior in producing legitimate, authentic, and honest scholarly work.

Definitions of Academic Integrity

CDS defines academic integrity as producing original work, including giving credit to sources and transparency in the process of understanding and transferring knowledge to create original work.

Malpractice is considered a violation of academic honesty. The International Baccalaureate Organization (IBO) defines malpractice as any behavior that may result in an unfair advantage to a candidate. This includes:

- **Plagiarism:** Representing the ideas or work of another person as one's own.
- **Collusion:** Supporting malpractice by another candidate, such as allowing one's work to be copied or submitted for assessment by another.

- **Duplication of work:** Presenting the same work for different assessment components and/or diploma requirements.

Artificial Intelligence (AI) at CDS

A major goal of assessment at CDS is to measure how much and how well students are learning. New advances in AI, such as ChatGPT, allow users to perform complex tasks, but prompts created to direct AI can create shortcuts or products that do not accurately reflect what students know and understand. It is crucial for students to be aware of CDS's stance on academic integrity concerning AI.

In line with the IB and CDS Honor Code, students are expected to:

- Act with integrity in all schoolwork by ensuring their work is their own and not copied from other sources, including AI sources.
- Cite all sources used, including AI sources, even when paraphrasing or summarizing; failure to do so is considered plagiarism. School sanctions for plagiarism are detailed in the CDS Student Handbook.
- Clearly distinguish between their work and the sources used through quotation marks, indentation, or similar methods. Work predominantly in quotes will receive little, if any, credit.
- Cite sources according to the reference style outlined by the teacher.
- Never use AI for purposes that could harm others, misrepresent a person's identity, or fail to follow community standards as a National School of Character.

Teachers may allow students to use certain AI functions, such as idea generation, source suggestions, or revision feedback, to support learning. However, the use of AI is at the teacher's discretion, and students should not assume it can be used on assignments without permission.

Roles and Responsibilities in Supporting Academic Integrity

Administrators

Enforce the academic integrity policy in collaboration with teachers, students, and parents.

Teachers

The entire CDS community is committed to the central importance of character education, with academic honesty as an essential component. The school's academic integrity policy, including AI policies, is provided in the handbook. Students are taught inquiry and research skills along with proper citation methods.

Individual teachers review the academic integrity and AI policies with their students at the beginning of classes, along with their expectations. Teachers also foster collaboration, providing platforms for both individual and group ownership. School personnel (teachers, administration) report and record academic dishonesty.

Beginning in PYP, MLA is taught as a common citation practice. In DP, students will also learn APA and Chicago Manual Style.

MYP/DP Turnitin.com is utilized to check student work.

Students

Students are responsible for knowing and understanding the academic honesty and AI policies, as well as the associated expectations and consequences throughout their time at CDS. They must ensure that all submitted work is authentic, with properly acknowledged work or ideas of others. Students should ask their teacher for clarification if expectations are unclear. Students are expected to report malpractice by other students to cultivate a culture of academic honesty.

Parents

Parents should review the school's website to familiarize themselves with CDS's academic honesty expectations. They are encouraged to partner with CDS to support a culture of academic honesty and the character education program.

Specific Program Details

PYP (Primary Years Program)

As an integral component of the Primary Years Programme (PYP), our academic integrity policy cultivates an environment where students are explicitly taught and consistently practice the five fundamental values: honesty, trust, fairness, respect, and responsibility.

Educators are responsible for integrating a variety of age-appropriate practices that promote these values, simultaneously developing students' Approaches to Learning (ATL) skills, particularly in research, thinking, communication, self-management, and social interaction. This includes modeling ethical behavior, guiding students in proper citation and referencing (a key research skill), fostering collaborative learning that emphasizes individual accountability (social skills), and facilitating discussions about the implications of academic dishonesty (thinking and communication skills).

Special emphasis is placed on the responsible use of technology, particularly for our 4th and 5th-grade students who utilize their own devices. They are guided to understand that these tools, while powerful for learning, must be used with the utmost integrity, adhering to principles of honesty in research, fairness in digital collaboration, respect for intellectual property, and personal responsibility for their online actions, thereby strengthening their self-management and media literacy skills.

Through consistent reinforcement and practical application of both the five fundamentals and the ATL skills, we empower our PYP students to embody academic integrity in all aspects of their learning journey.

MYP (Middle Years Program)

In the MYP, approaches to learning skills are particularly relevant to academic integrity due to their links to students' developing competencies in self-management, research, and communication focusing on the learner profile traits of inquirer, thinker, and principled.

MYP subject groups and projects introduce students to the process journal as a tool that promotes academic honesty. Both the personal project and community project require students and supervisors to document meeting dates and main points discussed, and to declare the academic honesty of their work. MYP teachers are responsible for guiding and supporting students in developing academic honesty to prepare them for further study. As students gain MYP experience, they develop the understanding and behaviors necessary to avoid pitfalls in assessments and culminating projects. Teachers play a key role in guiding discussions about intellectual property and giving credit to sources of information.

DP (Diploma Programme)

The DP Program at CDS upholds a rigorous academic honesty policy, integrating it with the school's mission to prepare lifelong learners for an ever-changing world. DP students are expected to demonstrate the highest level of academic integrity in all their work, understanding that any form of malpractice as defined by the IB can lead to serious consequences.

Malpractice is considered to be a violation of academic honesty. Malpractice as defined by the IBO includes any behavior that may result in an unfair advantage to a candidate. This includes:

- Plagiarism: This is defined as the representation of the ideas or work of another person as the candidate's own
- Collusion: This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: This is defined as the presentation of the same work for different assessment components and/or diploma requirements
- Any other behaviour that gains an unfair advantage for a candidate or affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

(As defined by the IB in section 2.1 on malpractice).

DP teachers and the DP Coordinator are responsible for verifying that any student work submitted to IB is the student's authentic work.

Consequences of Academic Dishonesty (All Programs)

If a teacher identifies an academic infringement or dishonesty, the student will be addressed by the teacher to determine the severity and appropriate consequences. Teachers will consult with administration. If a violation occurs or becomes a recurring infraction, the consequences are reflected in the school handbook.

Possible consequences for academic dishonesty include:

- Re-doing the assignment.
- Receiving a zero for the assignment.
- Meeting with the Administration.
- Reviewing MLA format and citations with a teacher or Assistant Head.
- Meeting with parents.
- Academic probation.
- Suspension.
- Withdrawal from the school.

Academic dishonesty is divided into two categories: plagiarism and cheating.

Plagiarism Consequences (Submitted work not properly referenced, including AI-generated work)

- **First Offense:**
 - Must re-do the work after meeting with the teacher and may receive full credit.
 - Teacher reports to the Assistant Head.
 - Parents are notified via call/meeting with the teacher, department chair, or an administrator.
 - The student's name may be shared with current teachers, who are encouraged to show students how to properly cite in other subjects.
- **Second Offense:**
 - Students must re-do the work for no credit (failing grade in Schoology).
 - A report is made to the Assistant Head.
 - Parents are notified and a meeting is held with the Assistant Head and the teacher concerned.
 - The student's name may be shared with the faculty.
 - Lunch detention may be assigned.
- **Third Offense:**
 - Failing grade for the work.
 - DP students must re-do the work but will not receive a grade for it if it is an IB assessed component.
 - Parents are notified and a meeting is held with the Assistant Head and the teacher concerned.
 - Parents are notified that the student's name will also be shared with the faculty.
 - An in-school suspension may be given.
 - Class credit will be reviewed in all classes.
 - The incident will be reported to College Counseling (for upper school).

Cheating Consequences (Inappropriate use of technology, using a cheat sheet, communication during a test, receiving materials before the assessment/assignment, submitting work that is not your own, including AI-generated work)

- **First Offense:**
 - Failing grade awarded.
 - Parents, Dean of Students, and Divisional Assistant Head are contacted.
 - Category 1 or Category 2 Behavior Consequence, which may include a verbal warning, retention after class, and detention.
- **Subsequent Offenses:**
 - Students will be awarded an F and receive Category 2 and 3 behavior consequences.

Multiple incidents of academic dishonesty (cheating or plagiarism) may lead to dismissal from Carrollwood Day School. Students found guilty of academic dishonesty may be placed on academic probation, which could lead to dismissal from school.

Additional Terms Associated with Academic Integrity (IB Publications, 2019)

- **School Maladministration:** An action by an IB World School or an individual associated with it that infringes IB rules and regulations and potentially threatens the integrity of IB examinations and assessments. This can occur before, during, or after the completion of an assessment component or examination.
- **Unprecedented or Extraordinary Incidents:** Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.
- **Balance of Probabilities Approach:** Means that the decision-maker(s) with appropriate subject matter expertise are satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration when evidence beyond reasonable doubt is not available.
- **Conflict of Interest:** Occurs when an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. It does not require exploitation of position or actual benefit; a potential for competing interests and/or a perception of impaired judgment or undue influence can also constitute a conflict of interest.

Resources:

- *Academic honesty in the IB educational context* (2014)
- [Academic honesty in the MYP](#)
- *Effective citing and referencing*
- Gemini AI used to align separate MYP and DP policies
- *MYP: From principles into practice* (2014)

