



Academic Integrity Policy

Our Mission

Parents, school staff, administration and the community at Carlyle Elementary aim to turn dreams into achievements and prepare students for life. We foster respect, critical thinking, acceptance and pride within a safe and nurturing environment.

We are committed to developing each learner's personal, social and academic capacities through a child-centered, inquiry-based curriculum that connects classroom learning to global issues. We value strong partnerships between home, school and community.

At Carlyle, we strive to create a school community where:

- All learners grow in a safe and supportive environment
- All learners develop personal, academic and social competencies
- Learning is meaningful, inquiry-based and globally connected
- A culture of respect, open-mindedness and lifelong learning is fostered

Our Philosophy

At Carlyle Elementary, learners are active participants in their education. Through student agency, they are given voice, choice and ownership of their learning. Inquiry-based practices encourage curiosity, questioning and reflection.

Academic integrity is embedded in all teaching and learning. The values of honesty, trust, fairness, respect and responsibility guide all members of the school community and underpin all assessment practices.

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.

Students will display academic integrity by reflecting on the 10 learner profile attributes:

- **Inquirers:** Learners display curiosity and enjoy actively learning while taking ownership of their work.
- **Knowledgeable:** Within their exploration of concepts, learners will understand how to cite sources correctly and are prepared for academic work.
- **Thinkers:** In order to recognize complex situations, learners will be encouraged to exercise their thinking skills and take action on making ethical decisions.
- **Communicators:** In order to be effective communicators, we must listen to one another and express ourselves with honesty and integrity.
- **Principled:** Learners will actively take responsibility and show integrity in the learning process. Learners will acknowledge the work of others with respect.
- **Open-Minded:** Learners will collaborate and be open-minded to opinions and ideas that differ from their own.
- **Caring:** Learners will show how they care about different ideas with acknowledgment and respect.
- **Risk-Takers:** Learners will be risk-takers by using their own words to express themselves creatively and academically.
- **Balanced:** Learners understand the importance of balance in order to achieve a well-being for themselves and others that surround them.
- **Reflective:** Learners will continue to be reflective when completing individual or group work.

Reflecting on the Standards and Practices

Academic Integrity is embedded in the International Baccalaureate Programme Standards and Practices.

Standard: Culture through policy implementation (0301)

Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Standard: Students as lifelong learners (0402)

Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

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](#) IB Publications, October 2019

By following and adhering to all the learner profile attributes, students have chosen to actively demonstrate academic integrity. With the support of teachers, support staff, parents and community members, students value learning and are in accordance with the learner profile attributes. The school structure highlights the importance of fairness, credibility and respect.

Roles and Responsibilities

Academic Integrity is the responsibility of the administrator, teachers, support staff, parents and students.

School Responsibilities

- Academic Integrity Policy will be made available to the school community (i.e. school website)
- Carlyle Staff will support the implementation of the Academic Integrity Policy as well as model and monitor the practices within it
- Academic Integrity is taught and supported throughout the various cycles
- Reviewing the Academic Integrity Policy on a yearly basis

Parent Responsibilities

- Encourage their child to demonstrate the practices embedded in the Academic Integrity Policy
- Support their child to become independent and take ownership over their learning
- Help their child access the proper resources for inquiries

Student Responsibilities

- Demonstrating the IB learner profile attributes
- Applying the approaches to learning skills in their inquiries
- Using the correct methods of citation to credit ideas and products of others
- Acknowledge the input given by other group members, mentors and/or parents

Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools are increasingly part of modern learning and professional practice. At Carlyle Elementary, the use of AI is guided by the principles of honesty, trust, fairness, respect, responsibility and academic integrity. AI should support learning and teaching while preserving authentic student thinking, inquiry and reflection in alignment with the IB Primary Years Programme, the Quebec Education Program (QEP) and current EMSB directives.

Guiding Principles

- AI may be used by staff only through EMSB-approved platforms and in accordance with EMSB policies and procedures.
- At this time, student use of generative AI tools is not permitted in accordance with current EMSB guidelines.

- Student work, personal information, images, or confidential data must not be uploaded into generative AI systems.
- AI tools must never replace student voice, critical thinking, creativity, or the learning process.
- Digital technologies should be used ethically, responsibly and safely while respecting privacy, intellectual property and digital citizenship expectations.
- Students are encouraged to develop critical media literacy skills and to question the accuracy, bias and reliability of information generated through digital technologies.

Student Responsibilities

- Demonstrate honesty and integrity in all learning tasks.
- Submit work that authentically reflects their own understanding, thinking and learning process.
- Follow teacher expectations regarding the appropriate use of digital tools and technologies.
- Respect digital citizenship, privacy and online safety expectations.
- Develop Approaches to Learning (ATL) skills related to research, thinking, self-management and responsible technology use.

Teacher Responsibilities

- Follow EMSB-approved guidelines regarding the use of generative AI platforms.
- Use only EMSB-approved AI systems for professional and pedagogical purposes.
- Ensure that student work, images, identifying information and personal data are not uploaded into AI systems.
- Avoid the use of AI-detection tools for evaluating student work.
- Teach ethical, safe and responsible digital citizenship practices.
- Foster critical thinking, inquiry and media literacy skills related to emerging technologies.
- Design learning experiences and assessments that prioritize student voice, process, reflection and authentic demonstration of understanding.

Parent/Guardian Responsibilities

- Support responsible and age-appropriate technology use at home.
- Reinforce the importance of honesty, originality and academic integrity.
- Encourage safe and respectful digital citizenship practices.
- Support the school's expectations regarding appropriate use of technology and digital tools.

Developmental Approach

- Pre-School & Cycle 1: Focus on originality, responsible technology habits and safe digital practices.
- Cycle 2: Develop digital literacy, research skills and critical evaluation of online information with teacher guidance.
- Cycle 3: Strengthen ethical technology use, media literacy, critical thinking and understanding of responsible digital practices in preparation for future learning contexts.

AI and Academic Misconduct

The misuse of digital technologies or AI-related tools in ways that compromise honesty, authenticity or academic integrity may be considered academic misconduct. Examples may include presenting work that does not reflect the student's own understanding, misrepresenting sources or violating school and EMSB technology-use expectations. Consequences will be addressed in accordance with school and EMSB policies.

The following are a few examples of how Academic Integrity is addressed per cycle at Carlyle Elementary:

GRADE	EXPECTATIONS
Pre-School & Cycle 1	➤ Teachers will begin by drawing attention to authors and illustrators when reading a book to the class ➤ Learners will be taught to never share personal information on the internet or give out personal information (username/passwords) ➤ Respect work done by their classmates (what's mine is mine) ➤ Teachers will draw attention to specific artists (Art appreciation)
Cycle 2	➤ Learners will begin citing the author and illustrator ➤ Documents shared on Google Drive must be shared with the teacher first ➤ Virtual learning: Learners are told not to alter any documents online and respect all documents created by the teachers ➤ Learners are strongly encouraged to take ownership of their work and to not copy any answers from their classmates
Cycle 3	➤ Teachers and learners will investigate reliable sources ➤ Learners are responsible in producing authentic and honest work (both individual & group) ➤ Learners will correctly attribute and accredit sources that involve acknowledging the work and ideas of others

	➤ Teachers will help learners become digital citizens when using technology and any online sources (e.g: social media). ➤ Exhibition: Learners engage in an in-depth collaborative transdisciplinary inquiry process that involves identifying, investigating, and offering solutions to real-life issues or problems. In the research phase, learners partake in ethical decision-making as they are not only expected to extract vital information from a given source, but also synthesize their findings in order to produce original and genuine academic work. Throughout the entire process, learners are taught about the importance of plagiarism, paraphrasing and citing sources.
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Consequences in the event of transgressions:

In the event of academic misconduct, the circumstances will be based on each individual case. If a learner cheats, plagiarizes or fails to cite a source, one or more of the following measures may be taken:

- Student may be asked to redo the work and/or write a reflection about the incident
- Staff involved may have a meeting about the academic misconduct
- Assessment may reflect the work submitted based on the academic misconduct
- Marks may be compromised due to the transgression committed
- Parents/Guardians may be contacted about the transgression

References

[*Academic Integrity*](#) IB Publications, October 2019

[*International School Utrecht Academic Integrity Policy*](#), April 2025

[*Southlands Elementary School Academic Integrity Policy*](#), February 2021