

Guidelines for Academic Integrity in the Pittsford Central School District Grades 6-12

Purpose Statement

The Pittsford Central School District's **Guidelines for Academic Integrity** advance the New York State Portrait of a Graduate by ensuring students can demonstrate their learning with honesty and independence, make ethical choices about the use of tools and sources, including artificial intelligence (AI), and build the habits needed for success in college, careers, and civic life.

In Pittsford's secondary schools, academic integrity is a commitment to ensure that the work a student submits accurately represents the knowledge and skills the student possesses. We pursue integrity through clear expectations and consistent responses.

The purpose of the Guidelines for Academic Integrity is to provide clear, consistent guidance about expectations for honest academic work, such as the appropriate use and attribution of outside resources, including AI. This guidance outlines shared definitions, responsibilities, and learning-centered responses to concerns related to academic integrity.

The **Academic Integrity Agreement**, signed annually by students and guardians, affirms a shared commitment to these expectations and to maintain trust, transparency, and responsibility across the Pittsford Central School District secondary schools.



Core Principles of Academic Integrity

Honesty and Ownership

Anything submitted with a student's name reflects the student's own thinking, effort, and learning. Students are expected to take ownership of their work by producing original thinking, appropriately acknowledging the contributions of others, and representing their learning truthfully.

Reflection and Learning

When violations related to academic integrity occur, the priority is learning. Students are supported through reflection, instruction, and opportunities to accurately re-demonstrate their understanding so that integrity strengthens, not interrupts, the learning process.

Equity and Access

Expectations for academic integrity are clear, consistent, and fair for all students. All students have equitable access to permitted tools and supports, and student privacy is protected in accordance with New York State Education Law §2-d.

Transparency and Attribution

Teachers clearly communicate expectations for assignments, including which resources and tools students are permitted to use. Students are responsible for clearly citing and attributing the use of outside resources when they meaningfully contribute to ideas, structure, wording, images, or data.

When following the core principles of academic integrity, students will:

- **Demonstrate Honesty and Ownership** by submitting work that reflects their own thinking and effort and by following expectations during assessments, including rules related to notes, calculators, devices, and collaboration.
- **Engage in Reflection and Learning** by actively participating in class, managing their time, completing formative checkpoints, asking questions, and seeking clarification when they are unsure.
- **Uphold Equity and Access** by using only the tools and supports permitted for an assignment or assessment and by respecting shared expectations designed to ensure fairness for all students.
- **Practice Transparency and Attribution** by clearly citing outside resources using MLA guidelines when those resources meaningfully contribute to ideas, structure, wording, images, or data.

When following the core principles of academic integrity, staff will:

- **Model and Reinforce Honesty and Ownership** by teaching academic integrity concepts and vocabulary and by designing learning experiences that encourage original thinking and student accountability.
- **Support Reflection and Learning** by prioritizing instruction, feedback, and opportunities for students to reflect and accurately re-demonstrate understanding when concerns arise.
- **Ensure Equity and Access** by applying expectations consistently, providing equitable access to permitted tools and supports, and protecting student privacy in accordance with NYS Education Law §2-d.
- **Maintain Transparency and Attribution** by clearly communicating what resources and tools students are permitted to use for each assignment and assessment, teaching students how to appropriately cite their use, and evaluating concerns holistically. AI detection tools may inform but are not definitive.

Responding to Suspected Misrepresentation:

- **Learning-Centered and Consistent**
When concerns arise related to academic integrity, responses prioritize learning, reflection, and accurate demonstration of understanding while maintaining consistency and fairness across classrooms and buildings. The teacher reviews available evidence and meets with the student with the goal of understanding the student's thinking and learning process.
- **Reflection and Re-Demonstration**
The student completes a brief reflection to identify what occurred and what they learned, receives targeted support as needed, and re-demonstrates understanding through an appropriate format (e.g., revision, new task, or in-class explanation). A placeholder grade may be used until re-demonstration is complete (e.g., "M" for Missing in Infinite Campus).
- **Documentation and Family Communication**
The teacher documents the conversation and outcome, and communicates with families as appropriate, focusing on learning, growth, and next steps.
- **Progressive Consequences (If warranted)**
If misrepresentation persists or is determined to be intentional, consequences may be applied in alignment with building procedures and the Code of Conduct.

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Academic Integrity Glossary

Integrity: Being honest about doing one's own work and properly acknowledging information, ideas, skills, products, or quotations that can be attributed to others.

Cheating: The use of a tool or resource to misrepresent one's knowledge or skill to get undeserved credit.

Transparency: Clearly communicating and documenting what resources, tools, and supports were used, and how they were used, to complete any assigned task.

Explainability: The ability to expand on, justify, or clarify one's work or answers.

Plagiarism: Presenting another person's words, ideas, images, or media as one's own without appropriate credit, whether copied directly or used through paraphrasing or summarizing.

Intellectual Property: Creations of the mind such as writing, artwork, designs, and inventions, which belong to their creator and are protected by laws and norms about ownership and use.

Attribution: Giving clear credit to the sources, people, and tools that meaningfully influenced the work, typically through citation.

The following definitions align with the commonly taught MLA Guidance on integrating sources ethically.

Summarizing: Putting the main idea(s) of a source into your own words in a much shorter form, while still giving credit to the original author.

Paraphrasing: Restating a specific passage or idea from a source in your own words and sentence structure (usually similar length or slightly shorter) and citing the original source.

Quoting: Using the exact words from a source, placed in quotation marks, with an in-text citation to credit the original author.

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