



**James B. Sanderlin K- 8
IB World School
Academic Integrity Policy**



Mission Statement: James B. Sanderlin IB World School is committed to teaching and learning with the brain and heart in mind. Our diverse community of active lifelong learners will use an inquiry approach through our challenging programmes to be successful internationally minded citizens.

Vision: Develop lifelong learners who flourish and make a positive difference in the world.

Philosophy on Academic Integrity: At James B. Sanderlin, we believe that academic integrity is integral to learning and embodied in the IB Learner Profile. The IB Learner Profile, as the heart of the PYP and MYP, seeks to help students realize the importance of academic integrity in their education and future careers. We trust that students will be principled and act with integrity in representing their work and the work of others. We provide learners the time to practice the skills, values, and beliefs of academic integrity and expect our learners to be principled in their approaches to learning and assessments. When students are able to embody these attributes, they will become role models of academic integrity and demonstrate international mindedness.

Purpose of this Document: This policy clarifies for all stakeholders – administrators, teachers, students, parents and community members - what constitutes as academic integrity vs. academic misconduct, lists roles and responsibilities of all stakeholders, and explains consequences for academic misconduct, as well as the programme expectations for academic integrity.

Roles and Responsibilities of Stakeholders:

Teachers will...	Families will...	Students will...
• provide instruction in research protocols and citation of sources as well as summarizing and paraphrasing of information. • provide examples of proper citations, note-taking, and source summarization. • clearly communicate expectations for collaboration and AI use in accordance with Sanderlin's AI policy. • provide opportunities for drafting, reflection, and revision throughout the learning process. • address concerns consistently and fairly. • protect the fidelity of all exams and assessments. • review Academic Integrity Policy with students in 3rd – 8th grades.	• emphasize expectations for integrity, accountability and academic honesty in all work. • support child(ren) to independently complete projects and tasks. • monitor child(ren)'s use of digital devices as it applies to academic work. • consistently monitor child's planner/CANVAS and review grades and assignments in FOCUS. • reinforce the importance of learning over grades • communicate openly with teachers regarding concerns or challenges	• submit original work that reflects their own thinking and understanding • properly acknowledge the ideas, words, images, and work of others • use technology and AI tools responsibly and transparently in accordance with Sanderlin's AI policy. • contribute honestly during collaborative work • protect the integrity of assessments and learning experiences • demonstrate the IB Learner Profile attribute of being principled. • use cell phones, computers, information technology, and library resources responsibly and with permission.

Types of Academic Misconduct: Academic misconduct undermines the learning process and the trust between students, teachers, and the school community. The following are examples of actions that violate academic integrity:

Academic Misconduct is: (but not limited to)	Examples of Academic Misconduct (but not limited to):
• Cheating: Using unauthorized materials, information, or assistance during assessments or assignments. communicating with other students during an exam or assessment • Collusion: assisting another student in being academically dishonest. Helping someone avoid learning. • Duplication: re-submitting work that was previously assessed or graded without the knowledge of teachers involved. • Falsification: fabricating or changing items such as signatures or data to alter the outcome. Citing fake information, data, sources. • Plagiarism: submitting someone else’s work (words, ideas, images) as one’s own, without proper citation or acknowledgement.	• Using notes during a test without permission • Using unauthorized websites or apps during assessments. Using AI tools when prohibited • Whispering, hand gestures, passing notes or other forms of communication during assessments. • Allowing another student to copy work or sharing completed assignments or answers • Sending photos of assessments or homework • Completing work for another student • Modifying the work of someone else and submitting it as your own without proper citations. • Telling students in a later class period, or an absent student, what material is on an assessment (face to face, written, or with social media) • Bringing a cell phone or smart watch into an assessment that states no electronics. • using notes or references on an assessment without the permission of the teacher. • purchasing an assignment from someone or using AI/bot and submitting the work as your own

Promoting Academic Integrity: Promoting academic integrity is an ongoing, collaborative effort that requires intentional instruction, modeling, and reinforcement of ethical academic behavior. Both the PYP and MYP programs at Sanderlin incorporate strategies for nurturing integrity in developmentally appropriate ways.

In the PYP: In the Primary Years Programme, academic integrity is introduced through foundational concepts and explicitly taught in classroom routines and inquiry units.

- Academic honesty is explicitly taught and modeled through classroom instruction.
- Students engage with foundational research and citation skills appropriate to their developmental level.
- ATL skills such as research, thinking, and communication are embedded into all units of inquiry.

In the MYP: In the Middle Years Programme, academic integrity is reinforced through structured research expectations and consistent citation practices across all subject areas.

All students are required to use MLA citation format for all research-based assignments in every subject area. Students should use the **Purdue Owl University MLA formatting guide** for reference.

For example:

- **Books:** Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.
- **Electronic Sources:**
 - “Confidence in Teens.” Nemours *KidsHealth*, 19 May 2026, <https://kidshealth.org/en/teens/confidence.html>
- **Images:** Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*, www.artchive.com/artchive/K/klee/twittering_machine.jpg Accessed May 2006.
- **YouTube or Online Video:**
 - "The Importance of Reading in a Tech-Obsessed World." *YouTube*, uploaded by CBS Evening News, 3 Mar. 2025, www.youtube.com/watch?v=juVXUPTCa00

AI (Artificial Intelligence) Use Policy:

At Sanderlin, we recognize that AI is becoming a regular part of learning. While AI tools can support the learning process, students must continue to develop their own thinking, demonstrate academic honesty, and use technology responsibly. We view AI as a thought partner, not a replacement for student work. Student submissions should reflect students' own ideas, understanding, and effort and should not be AI-generated. When permitted by their teacher, students may use approved district-supported tools, including Microsoft Copilot, Gemini, and NotebookLM, for brainstorming, reflection, and organization. ChatGPT and other AI models that use student inputs for ongoing model training are not approved for student use and are blocked on Pinellas County Schools student devices.

Sanderlin's AI policy uses a "Red Light, Yellow Light, Green Light" framework to clearly outline acceptable and unacceptable uses of AI across grade levels and assignments. Students are expected to always cite the use of AI tools, even when permitted. This framework aligns with the IB Learner Profile, particularly being *principled*, and with the Approaches to Learning skills, such as information literacy and ethical use of technology. Teachers will provide clarity about which "light" applies to each assignment.

- **RED LIGHT: AI Use Is Not Permitted** - Use of AI for an assignment in any context is prohibited. These tasks are designed to evaluate a student's independent understanding, voice, and skill development. Using AI here undermines the purpose of the assignment and violates principles of academic integrity.
- **YELLOW LIGHT: AI Use with Caution and Teacher Guidance** - AI tools may be used for brainstorming, generating questions, or organizing thoughts - but must be cited. In these situations, students may use AI in a limited and transparent way, typically during the early stages of the learning process. Students must always disclose AI use and be prepared to demonstrate their own work and understanding.
- **GREEN LIGHT: AI Use Is Allowed and Encouraged** - AI tools may be used purposefully and transparently to support learning, creativity, productivity, communication, or innovation. Examples may include grammar support, citation assistance, idea development or brainstorm, and other teacher-approved uses. All AI use must be cited.

Citing AI Use

Regardless of the category, any time a student uses AI, it must be acknowledged. In MYP, students must use MLA citation format. A basic citation might look like:

"Prompt used." AI Tool Name, Day Month Year, URL (if applicable).

Example: "Draft a one-paragraph summary of the current scientific consensus on climate change." Gemini, 13 Nov. 2025, <https://gemini.google.com/>

In "YELLOW LIGHT" assignments, disclosure statements should be included to help clarify the AI usage for brainstorming, outlining or revising.

- **Ex. 1 Brainstorming** "I used Copilot to help generate possible themes for my literary analysis before selecting my own argument." Or "I used Gemini to brainstorm possible action ideas connected to SDG 13 before selecting my final project focus."
- **Ex. 2 Outlining:** "I used Copilot to organize my research notes into political, economic, and social categories." Or "I used Gemini to organize my notes on ecosystems before creating my own lab report outline."

For "GREEN LIGHT" assignments or projects where AI is a core part of the process, you may need a more detailed reflection.

- **Example:** "I used Copilot to help generate sample interview questions for my Community Project survey. I then selected, edited, and analyzed the questions myself."

If there is a concern that artificial intelligence may have been used inappropriately, or if there is a noticeable difference between a student's work completed in class and work completed at home, the teacher may ask the student to complete an additional supervised in-class task or assignment. This is not intended as a punishment, but as a way to help confirm that the work reflects the student's own understanding, skills, and effort. This process helps ensure fairness and supports academic integrity for all students.

If it is determined that a student did not adhere to the AI Use Policy, the student will have two days to resubmit the assignment in alignment with the policy expectations for academic integrity. If the assignment is not resubmitted within that timeframe, a grade of 50% may be assigned.

Academic Misconduct Consequences: The consequences listed below are dependent on the scope and severity of the situation, grade level of the student and are subject to review by Administration.

	K – 2	3 – 5	6 – 8
1st violation of the year	• reteach academic integrity expectations • teacher notifies parent/guardian and reviews the Academic Integrity Policy with student and family		
		• Students are given the opportunity to authentically complete the assignment but will not earn a grade higher than a B.	
			• a minor referral is recorded. • teacher notifies other MYP teachers of the misconduct on the shared tracking sheet.
	K – 2	3 – 5	6 – 8
2nd violation of the year	• reteach academic integrity expectations • teacher notifies parent /guardian and reviews the Academic Integrity Policy with student and family		• Students receive a grade of 50% and have two days to complete and resubmit the assignment authentically. Students will not earn a grade higher than a C. • Administrator meets with the student and contacts parent/guardian to review the misconduct and the Academic Integrity Policy.
			• a major referral is recorded • Lunch detention is assigned.
	K – 2	3 – 5	6 – 8
3rd violation of the year	• reteach academic integrity expectations • teacher notifies parent / guardian and reviews the Academic Integrity Policy with student and family • Administration is notified and additional consequence may be determined.		• Students receive a 0 in the gradebook and have two days to complete and resubmit the assignment authentically. Students will not earn a grade higher than a D. • Administrator contacts the student and parent/guardian to set up a conference and review the misconduct and the Academic Integrity Policy.
			• a major referral is recorded • After school detention is assigned. • Student referred to Magnet Intervention Committee

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____