



Academic Integrity Policy

St. Kateri Tekakwitha Catholic Secondary School, International Baccalaureate Programme

Mission Statement

St. Kateri Tekakwitha Catholic Secondary School strives to provide a welcoming, safe, and inclusive environment in which every student can develop their knowledge, skills, faith, and character, guided by Gospel values and Catholic Social Teachings.

St. Kateri students journey together in faith and stewardship, guided by staff, families, and parish, as they learn to communicate effectively, think critically, and become lifelong learners. Our students aspire to create a better world through respecting differences that make a positive impact on their local and global community.

Statement of purpose

St. Kateri Tekakwitha is committed to assessment and evaluation practices that are grounded in the belief that all students should be able to demonstrate their learning in an environment that reflects the Catholic values of fairness, equity, and respect for all.

The IB Learner Profile (2017) describes the character traits that will make students successful lifelong learners and citizens and applies directly to St. Kateri's vision of academic integrity. Teachers and students alike strive to embody the attributes of the *IB Learner Profile*. Academic integrity is an essential aspect of teaching and learning in IB programmes where learning is based on inquiry and reflection. Academic integrity is part of being "principled," a learner profile attribute where learners strive to "act with integrity and honesty" as learners question, inquire, and act.

It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Academic dishonesty, therefore, is a serious offence, and, as a result, it is imperative that students understand what academic dishonesty entails and are clear as to its consequences. It is the responsibility of school staff to communicate to students that academic honesty is required in all aspects of their school work.

Unacceptable Practice

Academic Dishonesty is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- collusion, which is supporting academic misconduct by another student; for example, allowing one's work to be copied or submitted for assessment by another;
- copying from another student or making information available to another student for the purpose of copying during a test/examination/quiz or for individual/group assignments;
- misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour, and communicating with others during the examination and/or failing to follow instructions of the presiding teacher during an examination;



- communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach of IB regulations;
- duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements;
- submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else, including the use of Artificial Intelligence (AI) and presenting it as one's own work;
- using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

One form of academic dishonesty is plagiarism. Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. Plagiarism can take many forms, including the following:

- submitting an essay/assignment written by someone else, e.g. buying an essay online, downloading an essay from a free website, having someone else complete your assignment or copying or using work done by another student (including homework);
- piecing together material from one or several sources and adding only linking sentences;
- quoting or paraphrasing material without citing the source of the material, including books, magazines, or print from all electronic sources (videos, podcasts, etc.);
- not providing quotation marks for direct quotations, even if sources have been cited.

Student Responsibilities

To ensure academic honesty and avoid instances of plagiarism students are expected to:

- seek clarification from teachers about what constitutes plagiarism;
- seek remediation when their research skills are deficient;
- ensure that all their work is original;
- ensure that they cite sources accurately and consistently.

Student habits of good practice:

- information used must be acknowledged in the body of the text and fully listed in the bibliography (or reference list/list of works cited) using the referencing style agreed to with the teacher;
- cite sources so that readers can find them; if student cannot state the origin of the source, it is probably better not to use it;
- make clear which words, ideas, images and works are not the student's own (including maps, charts, musical compositions, movies, computer source codes, and any other material);
- give credit for copied, adapted and paraphrased material;
- when using text, make clear where the borrowed material starts and finishes;
- all sources cited in the text must also be listed in the bibliography (or reference list/list of works cited);
- homework completion.

Teacher Responsibilities



Teachers will:

- define and explain plagiarism and academic dishonesty to ensure students are aware of what academic dishonesty entails using subject- and grade-specific examples;
- discuss the ethical dilemmas presented by plagiarism with students;
- instruct students on appropriate research and citation practices;
- monitor students' work and provide ongoing feedback throughout the assignment process;
- ensure all assignments are clearly defined, at the student's developmental level, and accompanied by success criteria;
- structure assignments, when possible, in a way that discourages plagiarism;
- ensure that student work completed within a group project is evaluated individually;
- ensure that assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

School Responsibilities

Schools will:

- explain the school Policy on Academic Dishonesty and Plagiarism to all students;
- communicate board and school practices to all stakeholders and all appropriate board staff, e.g. student agendas, school webpage, info evenings;
- teach and reinforce appropriate referencing protocols for students;
- access and consistently use software to assist with detecting plagiarism.

Parent Responsibilities

Parents may:

- encourage students to plan each assignment;
- provide support with the scheduling of their work, as they may have many assignments to complete;
- encourage students to ask their teacher for advice if they are having difficulty with their work;
- familiarize themselves with the school policy on academic honesty;
- understand what constitutes academic misconduct;
- know the consequences of their son/daughter being in breach of regulations;
- model responsible and ethical behaviour in their support of their son/daughter throughout participation in the Diploma Programme;
- promote and value learning over grades.

The IB's Statement about ChatGBT and Artificial Intelligence (AI)

The IB will not ban the use of AI software, as it is an ineffective way to deal with innovation. The IB will work with schools to help support their students on how to use these tools ethically in line with our principles of academic integrity outlined in this policy.

The IB believes that AI technology will become part of our everyday lives; therefore, we need to adapt and transform our educational programmes and assessment practices to that students can use these new tools ethically and effectively.



The IB expectations that includes the use of innovative tools:

- as with any quote or material from another source, when AI-generated text, image or graph is included in a piece of work, the software must be credited in the body of the text and appropriately referenced in the bibliography;
- as with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme;
- all IB coursework requires regular check-in meetings between students and teachers, where there is an opportunity for teachers to ask the student about their ideas and to expand on their arguments to ensure that the student work is a true reflection of what they understand;
- with IB's aim at fostering a holistic education and better-preparing students for the workplace, the focus falls on rewarding students for ideas, explanations, and creativity;
- with AI, educators will spend less time teaching the mechanics of essay writing or communications and more time cultivating mindsets on how to understand, describe and analyse problems;
- a focus now will be evaluation of the AI-produced essays and the ability to refine the questions being asked to explore asking the right question for the answer needed;
- students need to understand that AI will inherit the bias and blind spots of its programmers or source material in the case of self-learning systems

Guidance on the use of Artificial Intelligence

Recent technical advancements in AI tools have sparked some concerns in the educational community as students have the potential to use these tools to produce their assessments. AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. Students need to know how to get the best out of AI tools. For example, to edit text to personalize it, and most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators.

It is better to ensure that students can speak about their work with their teachers rather than accusing them of misconduct based on increasing small differences in the predictability of their work choices. However, the software must be credited in the body of the text and appropriately referenced in the bibliography.

Teaching students about academic integrity

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make.

To initiate a conversation about this topic, teachers could consider the links between:

- TOK (Theory of Knowledge) ways of knowing and acting with academic integrity;
- arts, legitimately emulating a particular person's style and acting with academic integrity;
- the scientific principle of testing another's hypothesis and acting with academic integrity.



The key message is that students need to be taught about academic integrity, and discussions about the ethical use of AI are a great classroom exercise.

Note: While tools are being developed to detect essays written by AI tools, it is likely to be a while before they are reliable enough to be the sole evidence of academic misconduct that leads to a student losing their grade for the subject concerned.

Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks.

Some recommendations are as follows:

- Before writing a piece of work, students should find research material to help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. The student must be clear that they are only using it to understand what good essay structures and coherent arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides – ensuring they also explore the inherent bias of the results.

What does the IB expect when a teacher checks the authentication box to confirm that work is the student's own?

- The teacher has seen the student develop the work over a period of time. This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently – to give confidence that it has been created by them.
- The student is clear when they are quoting other people's ideas and when they are claiming an idea or conclusion as their own work.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

How teachers should guide their students when using AI tools

Students should be informed of the following rules:

- If they use the text (or any other product) produced by an AI tool – be that 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, such as images.

Using software to improve language and grammar

IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using software programs available to help them improve the quality of the language they use.



- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is **not** permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

Response to Academic Dishonesty and Plagiarism

When plagiarism or academic dishonesty is suspected teachers will gather evidence of the plagiarism or academic dishonesty.

When a student has not met the Board's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that consider the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances and human dignity of the student.

Schools (teachers, supported by Administration) will:

- record incidents of academic dishonesty via the St. Kateri online form.

Teachers will:

- discuss the matter with the student(s) involved;
- define and explain the evidence of academic dishonesty and plagiarism in the student's work to ensure
- inform Administration of repeated minor incidents of academic dishonesty by a student;
- in the event of a serious incident that may have an impact on a student's success, inform Administration;
- inform a student's parent/guardian.

Teachers, with Administration support and after considering mitigating factors, as well as the number of offences, may:

- require the student to do supplementary or alternative work;
- require the student to submit entirely new work and rewrite it under supervision;
- in consultation with Administration, assign a grade penalty up to the full value of the assignment.

Note: work that is not the student's own cannot be submitted for assessment; it does not accept a marking penalty for such work. Teachers, students and parents must understand that if a student does not submit coursework, then the IB will not award a grade in that subject.

Administration may:



- meet with the student, parent/guardian, and teacher;
- assign consequences for the behaviour (depending on mitigating factors and whether it is a first, second or third offence and implementing progressive discipline);
- limit a student's eligibility for school awards;
- suspend the student based on repeated misconduct.

Policy Review

This document was developed by a committee of department heads, the IB coordinator and Principal. The IB Academic Honesty policy is posted on our school website and is available in print format for anyone who requests it. This policy will be reviewed every year by a committee consisting of the IB Coordinator, IB teaching staff members, department heads, and the Principal.

Documents consulted during the preparation of this policy:

- *Halton Catholic District School Board Policy VI-55: Assessment & Evaluation: Academic Dishonesty and Plagiarism* (2025);
- *Appendix 6: Guidance on the use of artificial intelligence tools*. (2023), published by the International Baccalaureate Organization;
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. (2010);
- *IB Learner Profile* (2017), published by the International Baccalaureate Organization;
- *Academic honesty in the IB educational context* (2016), *Academic honesty in the Diploma Programme*, published by the International Baccalaureate Organization;
- *Statement from the IB about ChatGBT and artificial intelligence in assessment and education* (2023), published by the international Baccalaureate Organization.
- "Commentary: Why the International Baccalaureate is not banning but embracing AI tools like ChatGPT" (2023) by Matthew Glanville (Head of Assessment Principles and Practice at the IB)