



**Convent &
Stuart Hall**
Schools of the Sacred Heart San Francisco

Schools of the Sacred Heart - San Francisco

Academic Integrity Policy in the IB Programme

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The Academic Integrity Policy of Schools of the Sacred Heart - San Francisco embodies the basic tenets of trust and honesty in the community and reinforces the core value of personal and intellectual responsibility.

Academic Honesty at Schools of the Sacred Heart is defined within our school Honor Code, as follows:

"As a member of the Sacred Heart High School community, I agree to strive in words, actions and deeds to act as a person of courage and integrity; to be truthful at all times, even in difficult situations; to value the importance of learning from appropriately preparing for my classes, and will always represent only my work as my own; to value the possessions of others, and protect those possessions as if they were my own. Further, as a person of courage, I will expect and encourage others to act with the same sense of purposeful integrity; and, thereby, to uphold the goals and criteria of the Schools of the Sacred Heart."

As an IB World School, Schools of the Sacred Heart - San Francisco upholds the IB Programme requirement that *"all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas."*

Especially in a time when generative AI is a risk to personal and intellectual creation and creativity, the school upholds a belief that while technology tools might be helpful in some measure, they should never be a reflexive shortcut or replacement for the essential skills of the intellectual process: ideation, drafting, ongoing development and revision of ideas.

In supporting the student process, students are required to complete assignments, such as the Extended Essay, using a shared Google Document that clearly reflects the progression of work, showing edits and incremental changes made throughout the learning process. Students must be prepared to produce and explain evidence upon request and will not be able to submit work that does not meet these standards. These expectations further enhance the



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Schools of the Sacred Heart San Francisco

communication between student and teacher, allowing for reflection on the students' original work and individual process.

The school has developed an AI philosophy that expresses this belief. Given the ongoing dynamic of AI as a new and powerful technology, we will continue to develop this statement and our operations accordingly:

AI Philosophy Statement (drafted 2023-2024)

Convent & Stuart Hall continues to explore the new ways humanity encounters current advances in technology and information synthesis and production.

In the face of a new information horizon, we rely on the tenets of a Sacred Heart education, and uphold a commitment to developing critical inquiry and analysis as well as strategic agility and adaptability.

We view the emergence of accessible and sophisticated large language models — a form of Artificial Intelligence — as an invitation to empower and amplify critical human endeavor. Through epochs of time, a Sacred Heart education has embraced the unknown with an orientation toward hope and a belief in the irreplaceability and individuality of the human spirit. Empowered by deep knowing and rigorous thinking, students may use tools like AI to augment the impact they have on the world.

For some, the reaction may be to limit, control and censor access to these new technologies. At Schools of the Sacred Heart - San Francisco, we believe it is another opportunity to learn *with* these new tools without expecting perfection or success with every encounter. Integrating the study and application of Ethics guides our exploration.

Amidst the emergence of AI as an everyday tool, the claim within our 2017 Strategic Plan holds true:

"Our students will be well equipped to think independently and discern the credibility and value of myriad sources of information available to them. They will act according to an internal set of values and beliefs, living in the world with courage, grace and intellect."



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Schools of the Sacred Heart San Francisco

Academic Honesty Policy from the School Handbook

Academic integrity is required of all members of our community. Homework, papers, tests and major assignments are to be the work of the individual student. Copying and/or sharing of assignments, submitting any work that is not one's own (including AI), cheating on any test or passing on of test information, and plagiarism are not tolerated. Academic integrity violations not only undermine the trust that is required in an academic environment, but also void the learning opportunity that is the expectation and responsibility of the student.

Intervention

The school activates the following process for identifying and responding to integrity violations. Certain acts, such as tampering with teacher testing materials, record books or grading software may accelerate the level of intervention.

Level I: When a teacher becomes credibly aware* of a student's breach of academic conduct, the teacher will meet with the student and inform an administrator. The administrator will follow up with the student and contact parents. In many cases, the work will be required to be redone honestly and possibly for lower credit. The school expects the breach will not be repeated.

Level II: When the school becomes aware of a repeated offense, elements of Level I may apply and, in addition, an in-person meeting may be called with the student and parents to identify next steps.

Level III: When student behavior does not display an effective response to a Level II intervention, formal and reportable disciplinary action (such as a removal from the community in the form of suspension or dismissal) may apply. The school is required to notify colleges when students reach this level of intervention.

*It is the responsibility of the instructor to know each student as an authentic individual producer. As such, knowing and recognizing "the voice" of the student is an expectation of the faculty. The school uses tools such as Turnitin and AI detection software to check for authenticity. However, given the increasing complexity of AI generated work, there is no replacement for knowing the student and monitoring their progress and development of thought throughout the writing/production process. The faculty agree that "showing one's work" and how students generated their responses over time is a core part of the assessment



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Schools of the Sacred Heart San Francisco

process. To preserve academic integrity, there is increased focus on utilizing in-class prompts and the intentional use of strategies to monitor participation as a means of checking on student understanding and achievement. This in-class work is both written and oral/presentational in nature and supports an increased focus on verifying the individual student's process towards a response or solution to ensure validity and authenticity on all assessments.

In respect of the School's commitment to educate students to respect intellectual values and to be responsible and accountable members of the educational community and in the world beyond, Schools of the Sacred Heart – San Francisco believes that responsibility for one's thoughts and actions is a hallmark of the educational process and a pathway to personal discovery and fulfillment.