



# **St. Luke School**

## **Academic Integrity Policy**

**PYP (Primary Years Programme)**

**MYP (Middle Years Programme)**

**Updated Fall 2025**

**St Luke School**  
**International Baccalaureate**

# **MYP And PYP Academic Integrity Policy**

“International Baccalaureate programmes (IB) encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is; making knowledge, understanding, and thinking transparent.

The principle of academic honesty should be viewed positively by the entire school community and become a natural part of academic study, remaining with the IB Student throughout his or her education and beyond.”

*Academic Honesty in an IB Educational Context, 2014, p.1*

## **PURPOSE OF THE ACADEMIC HONESTY POLICY**

Saint Luke School (SLS) places a high level of importance on academic integrity. With that understanding, a committee of teachers and administrators from SLS developed the Academic Integrity Policy. Consistent with the standards and practices of the International Baccalaureate Middle Years Programme (IB MYP), Primary Years Programme (PYP), and the IB Mission Statement, this document provides an overview of SLS’s expectations and practices regarding academic integrity.

With an emphasis on academic excellence, SLS develops principled and balanced students who have a deep sense of personal integrity and who are knowledgeable about academic integrity expectations and practices. Students are encouraged to be inquirers and self-advocates who ask questions and seek answers regarding academic concerns.

## **SAINT LUKE MISSION AND SLE'S (STUDENT LEARNING EXPECTATIONS)**

**With Catholic values and tradition, educate the whole child to lead as Jesus leads.**

**We Believe** that a quality Catholic education teaches the whole child spiritually, emotionally, academically, and socially.

**We Know** that faith formation is a continuous collaboration between the school, the family, the student, the church, and our community.

**We Understand** that academic instruction and assessment must address the diverse needs and learning styles of all children. (expanded in APPENDIX)

With an emphasis on academic excellence, an education at St. Luke School forms the foundation for tomorrow's Catholic Christian Leaders.

The foundation of all teaching and learning flows from our school Student Learning Expectations (SLE's) which are to be an active and faithful Catholic, an engaged and life-long learner, and a socially responsible person.

### **DEFINING CONCEPTS**

The Academic Integrity Policy is designed to define and clarify expectations associated with the creation and submission of authentic work. It will provide staff, students, parents, and other school personnel with a common understanding of misconduct in academic work, it will define the responsibilities of all parties in preventing academic misconduct, and it will encourage principled behavior in the learning environment of our school.

The IB strives to create principled, balanced learners per the IB Learner Profile through a focus on intercultural awareness, communication, and holistic learning. Due to these areas of focus in the PYP and MYP, students will often be working in collaboration with their peers and using sources from experts all over the world to develop understanding of statements of inquiry (MYP) and central ideas (PYP). Therefore, we expect students to meet the following expectations:

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people's work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.
- Students are expected to work together, and to recognize and encourage contributions of others in the group.

- Students are expected to know that the purpose of an assessment, summative or formative, is to show what *they* know, understand, and can do, and must provide their own work.
- Each group member takes responsibility for their roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should reflect each member's contribution.
- Each student's work should be explicitly acknowledged.
- Each student is capable of reflecting on his or her participation and the participation of the other members of the group.
- Students are able to reflect on the group's processing of information and communication.
- Students will always give credit appropriately to any outside research used to inform their product.

In order to understand appropriate academic integrity, it is necessary to identify and clarify behavior that can lead to an unfair advantage, or misconduct, in academic work as well as practices to avoid misconduct. There are 4 types of practices to avoid: plagiarism, collusion, duplication of work, and unfair practice.

**Plagiarism:** an act or instance of using or closely imitating the language and thoughts of another author without authorization and/or the representation of that author's work as one's own, by not crediting the original author. Plagiarism equally applies to work other than text (i.e. art, music, etc). It is important that students understand how to appropriately use another author's work in their assignments to avoid both intentional and unintentional instances of plagiarism.

*Examples:*

- Any representation of others' work as your own
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Misuse of quotation marks, paraphrasing, and in-text citations makes authorship unclear.
- Failure to identify the source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc) from which you have derived your work.
- Using online language translators unless explicitly allowed.

**Collusion:** supporting misconduct by another student, including allowing one's work to be accessed, copied, or submitted for assessment by another student.

*Examples:*

- Helping someone else cheat both deliberately and through support.

- Allowing your work to be copied and/or submitted by another student.
- Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of the assignment).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student, both at the same time as well as sharing completed work with students who take a course in the future.
- Sharing information about assessment content and questions with other students.

Collusion is to be contrasted with collaboration, which we define as multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

**Duplication of Work:** submission of the same work, for different assessment components or curriculum components. All assignments should be newly created for the course or assessment unless discussed with the instructor in advance.

**Unfair Practice:** any action that gains a student an unfair academic advantage.

*Examples:*

- Falsifying records
- Falsifying data
- Sharing passwords, using unauthorized material
- Altering grades
- Phony citation
- Impersonating a person
- Misconduct during testing times

It is the understanding of all school personnel that when a student puts his or her name on any assignment, they are submitting it as their own and acknowledging original ownership.

**Artificial Intelligence:** The use of artificial intelligence (AI) tools is permitted only when it enhances learning and aligns with teacher guidance. Students must acknowledge any use of AI assistance and ensure that submitted work represents their own thinking and understanding. Misuse of AI, including submitting AI-generated work as one's own, constitutes a breach of academic integrity.

## **ROLES AND RESPONSIBILITIES IN SUPPORTING ACADEMIC INTEGRITY**

Faculty: (including teachers, support staff, and instructional assistants)

- Regularly communicate appropriate collaboration versus collusion..
- Teach a recognized citation convention for written and copyrighted works.
  - Teachers, in collaboration with the Librarian, explicitly teach Washington state citation standards for PYP and MYP students.
- Demonstrate and model academic honesty in presentations, etc.
- Report and record academic dishonesty through a referral
- Assure students in your class understand that when they submit a task as their own, they are representing that they have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed
- Minimize temptation for misconduct in assignments/assessment situations.
- Communicate concerns and misconduct offenses with students, parents, teachers, and administrators.
- Throughout the year, subject teachers liaise with the librarian to re-iterate citing and bibliography expectations every time research is undertaken.
- Teachers, administrators, and counselors involve students in reflection/discussion in the instance of misconduct.

#### Students:

- Confirm understanding of academic integrity with a signature on Code of Conduct form each year.
- Report misconduct violations to a teacher.
- Understand that putting your name on an assignment certifies it as your own work
- Minimize misconduct temptation by balancing time appropriately.
- If an incident of misconduct occurs, either intentional or unintentional, complete the reflection process with a teacher or Administration.
- Understand proper citation expectations for assignments (as taught by the teacher and/or Librarian.)
- Ask for guidance when you are unsure.

#### Administration:

- Support Academic Integrity Policy and investigate all/support staff/teacher reports of misconduct.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions.
- Ensure the Academic Integrity Policy is applied consistently throughout the school.
- Provide staff development and guidance on academic writing and referencing systems that are available.
- Provide teachers with material to guide students in maintaining academic honesty.

- Investigation of misconduct and appropriate student, teacher, and parent follow-up.

Parents, guardians, and/or outside support:

- Read/sign Code of Conduct form.
- Encourage your child to practice academic honesty.
- Encourage your child to cultivate a culture of academic honesty in school.
- Address concerns of academic misconduct with your student and school personnel if necessary.
- Monitor hired tutors to ensure authentic student work.

## **CONSEQUENCES FOR ACADEMIC MISCONDUCT**

Consequences for academic misconduct are described in the Saint Luke Family Handbook on pages 45 & 46. Those consequences are included below as an assistance to students and parents. In all cases, the complete Family Handbook prevails regarding issues of misconduct.

### **Academic Integrity Consequences**

St. Luke School has an Academic Integrity Policy for both PYP and MYP students. The Academic Integrity Policy can be found as an addendum in this handbook and on the school website.

St. Luke School strongly stresses that doing one's best work is more important than the grade; however, if a student exhibits academic misconduct on a test, quiz or any assignment, or forges a signature on any test, note, or report, the person will receive a failing grade on the appropriate portion of the test or assignment, and any person participating in academic misconduct will also receive a failing grade on the appropriate portion of the test, quiz, or assignment. An additional behavioral consequence will be administered to all parties that are involved in the academic misconduct incident. Academic misconduct in any form is clearly dishonest and unacceptable.

Academic misconduct may include:

1. leaving books or notebooks open during a test period, unless students are instructed by the teacher to do so
2. writing answers on desktops, clothing, or on hands, legs, arms, and other parts of the body
3. looking on another's test paper
4. copying another student's assignment and/or homework
5. talking with another student during a test period
6. writing down answers copied from others when tests are handed in
7. talking with students from previous class periods in order to get test information
8. using or attempting to retrieve digital information from a cell phone or similar device and then accessing such material during an exam, quiz or test
9. handing in a paper for credit which has already been graded in another class, without the approval of the teacher

## **Plagiarism Consequences**

Students should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from any source, including the Internet. Students should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online or used Artificial Intelligence (AI) to create. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Students who submit plagiarized material as their own work will be subject to a reduction in grades and disciplinary consequences.