

ST. ANDREW'S SCHOOL ACADEMIC INTEGRITY POLICY 2026-2027

The IB philosophy guides St. Andrew's School, emphasizing the importance of personal integrity and academic honesty. Promoting and modeling academic integrity is the responsibility of everyone in the St. Andrew's community.

Why do we need academic integrity?

"Academic integrity is fundamental in students' development into responsible and caring world citizens of the future. A culture of self-respect for others can be nurtured and developed by supporting learners. The key educational reasons to take such a strong line on academic integrity are" To maintain fairness, To maintain trust and credibility, and To develop respect for others" 1

"We act with integrity and honesty, a strong sense of fairness and justice, and respect for the dignity and rights of people everywhere. We take responsibility for our actions and consequences." (From the IB learner profile)

We encourage the students of St. Andrew's to be:

- **Principled**, acting with integrity and honesty, taking responsibility for their own actions
- **Inquirers**, who acquire the skills necessary to conduct inquiry and research
- **Communicators** who work effectively and willingly in collaboration with others
- **Open-minded** and accustomed to seeking and evaluating a range of points of view and perspective
- **Thinkers**, who apply thinking skills to make reasoned, ethical decisions
- **Caring**, considering how academic misconduct affects the integrity of the program and the school community
- **Reflective**, giving thoughtful consideration of their learning and acknowledging personal strengths and challenges

ACADEMIC INTEGRITY:

Academic Integrity at St. Andrew's is practiced when a student submits their authentic work. We work with students to ensure they understand what academic integrity entails, which is outlined in St. Andrew's and IB policies. The International Baccalaureate explains that the "goal of academic integrity is to make knowledge, understanding, and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images abstained from artificial intelligence (AI) tools. Transparency is the key; we expect students to give full credit to any source/material they have used when writing and creating their own work. " 2

Academic Integrity entails that students:

- They are responsible for ensuring all work submitted is their own
- Understand the difference between collaboration and collusion (SEE APPENDIX A)
- Understand that the work that they submit is authentic and "Complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities"2

- Appropriately credit all work and ideas that are not their own
- Understand the consequences of academic misconduct at St. Andrew's School and from the IB
- Communicate with their teachers about any questions they may have regarding assignments and academic honesty

Supporting Academic Integrity entails :

- The School and teachers will present and explain the St. Andrew's Academic Integrity policy during their classes and teach what it means to act with academic integrity throughout the year as part of their courses.
- Teachers and advisors will post the St. Andrew's Academic Integrity Policy on their Google Classroom page and/or Blackbaud.
- The Administration will communicate the St. Andrew's Academic Integrity Policy to parents, who will acknowledge that they understand it.
- The School and teachers will post a copy of St. Andrew's Academic Integrity Policy on the school website.
- The School will provide links to IBO.org materials explaining academic honesty on the school website.
- Teachers explain appropriate academic practices and misconduct in each course.
- The family and community explain the importance of integrity and the importance of each student doing their own work.
- The family and community discourage any academic misconduct in their students' work.
- The family and community respect the rules and requirements set forth by the teacher regarding good practices.

CITING SOURCES:

Sources of information and the ideas of others that students use in their assignments, academic research and class activities may include books, journal articles, newspaper or magazine articles, company documents and websites, government or institutional reports, patents, and personal communication. In any work where an external source has been used, a citation must be included at the point of use. There needs to be more than just including a reference at the end of the paper. The citation in a text should link to a complete reference in the bibliography. This consists of any text or any product produced by an AI tool.

For AI, an in-text citation should contain quotation marks using the referencing style already in use by the student, for example: (text taken/paraphrased from ChatGPT, 2023). The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example, OpenAI. (8 September 2023). ChatGPT response to [example] prompt about [example] topic.1

The following conventions are acceptable at St. Andrew's School:

- Modern Language Association (MLA) format
- American Psychological Association (APA) format
- Chicago Style

What constitutes intellectual property?

Intellectual property or IP, refers to something a person has either thought of or created a work. Some examples of IP include designs, processes, songs, logos, discoveries, symbols and even brand-new varieties of plants. IP belongs to the person who thought it up or put the work into creating it. The creator of the IP

gets to decide who uses it, how and where it's used, and who can sell and profit from it. Copyright laws protect IP. St. Andrew's School instills respect and adherence to copyright laws into our daily practices and expects the same from our students in their academic endeavors.

What does authentic authorship mean?

Authentic authorship is the opposite of plagiarism; it means that the student is the composer of the work. When we attribute credit to original creators/authors of ideas or works, we are recognizing authentic authorship. St. Andrew's School adheres to citing authentic authorship appropriately and consistently throughout the research and writing processes. "Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. The goal of academic integrity is to make knowledge, understanding, and thinking transparent." 1

VALIDATING KNOWLEDGE:

The School, at its discretion, maintains the right to engage students in discussions and inquiries concerning any aspect of their academic work, ensuring a comprehensive validation of their knowledge and understanding. *Parents/Guardians will not necessarily be contacted before these discussions.* By reserving the right to question students about their academic work, the School aims to facilitate a dynamic learning environment that promotes critical and creative thinking, knowledge retention, and meaningful engagement with the curriculum.

ACADEMIC INTEGRITY POLICY MONITORING:

Academic Integrity will be modeled, taught, and monitored by teachers, the IB Coordinators, and the teacher librarian through the use of electronic means like Turnitin.com and other such anti-plagiarism software.

The Academic Integrity Policy will be reviewed at regular intervals by the school leadership teams as well as through the Extended Essay process. Our academic integrity policy is a school-wide policy and supersedes any classroom policies.

ACADEMIC MISCONDUCT:

Academic misconduct or malpractice occurs when a student gains an unfair advantage over another student by receiving credit for work that is not their own (authentic) work.

Examples of academic misconduct may include, but are not limited to:

- Plagiarism: the representation, intentionally or unintentionally, of the ideas, words, or work of another person as the student's own without proper, clear, and explicit acknowledgement, including significant edits written by someone other than the student.
- Depending on the specific academic discipline/course, translated text without proper referencing can be considered plagiarism.
- Collusion: supporting academic misconduct by another student, allowing one's work to be completed or submitted for assessment by another.
- Duplication of Work: the presentation of the same work by a student for different assessments, assessment components, or St. Andrew's School or IB requirements.

- Misconduct refers to improper behavior or poor conduct during an examination or assessment. Students who possess unauthorized material or electronic devices, demonstrate disruptive behavior, copy another student's work, or communicate with another student are examples of misconduct.
- The Assistant Head of School can also determine other infractions that constitute academic misconduct for Academics.

DISCIPLINARY PROCESS FOR ACADEMIC INTEGRITY INFRACTIONS:

The School takes a proactive approach to academic integrity, and we affirm our responsibility to investigate and resolve cases of academic misconduct. While we value and encourage open discussions about academic integrity, it is essential to recognize that the School reserves the right to render the final decision on any suspected instances of academic misconduct or plagiarism.

In the event “where evidence beyond a reasonable doubt is not available”, the School will follow IB’s approach where “the decision-maker(s) with appropriate subject-matter expertise are satisfied an event or account is more likely than not to have occurred.” 3

While each case of academic misconduct will be treated on a case-by-case basis and will emphasize additional instruction of proper scholarship, the typical process will include the following:

For Grades 6-8:

If there is a *suspected incident* of academic misconduct, the teacher will first consult with the Director of Middle School to review the work in question and determine the next steps. Once that conversation has been had, the teacher will:

- Document the incident and send a written record to the MYP Coordinator via email.
- Meet with the student, with the support of their advisor and/or the Librarian, to discuss the incident and recognize that this is a teachable moment, especially for our middle school students.

If it has been determined that an incident has occurred:

- The MYP Coordinator will meet with the student, the teacher, and their advisor to learn more about the situation.
- For a first offense, the student will have a conversation with their advisor and the teacher, and will receive additional support/education around the meaning of academic honesty. The student may receive a zero on the assignment. Parents will receive written documentation outlining the situation and the subsequent education around academic integrity.
- For a second offense, the student will receive a verbal and written reprimand, as well as a zero on the assignment. They will also be asked to serve an hour of detention after school. Parents will be notified and asked to meet with the Director of Middle School, the teacher, and the student's advisor.
- For a third offense, the student will receive a verbal and written reprimand, a grade of zero on the assignment, and other applicable consequences. Parents will receive written documentation outlining the incident and an invitation to meet with the Assistant Head of School for Academics to discuss preventive measures that will support the student as they transition to ninth grade.

For Grades 9-12 & PG:

If there is a *suspected incident* of academic misconduct, the teacher will first consult with their department head to review the work in question and determine the next steps. Once that conversation has been had, the teacher will:

- Document the incident and send a written record via email to notify the MYP or DP Coordinator, advisor, and department chair
- Meet with the student to discuss the incident (always with the student's advisor, and possibly the MYP Coordinator, DP Coordinator, Librarian, or department chair)

If an incident has occurred:

- The Director of Academic Programming will meet with the student to gain a deeper understanding of the situation.
- For a first offense, the student will receive a verbal and written reprimand and may receive a zero on the assignment, as well as one hour of detention. They will also receive additional education around academic honesty. Parents will receive written documentation outlining the infraction and consequence. If the student is enrolled in the DP, they will meet with the DP Coordinator and their advisor. Additionally, written documentation will be provided internally in Blackbaud.
- For a second offense, the student will receive a written reprimand, a grade of zero on the assignment, and an in-school suspension of up to two days. Parents will receive written documentation outlining the infraction and an invitation to meet with the Director of Academic Programming. Dependent on the program that they are enrolled in, they will also meet with the respective program coordinator (DP or MYP)
- For a third offense, the student will receive a zero on the assignment, will receive a written reprimand, and will be subject to an in-school suspension of up to three days. Depending on the circumstances, they may also be referred to the Disciplinary Committee.
- If the student appears before the Disciplinary Committee and is dismissed from school, they can then appeal to the Head of School.

In cases specific to the IB Diploma Program, any infraction or malpractice on an official IB assessment component requires the IB DP Coordinator to follow IB protocols. In most cases, the student will be removed from the program and the assessment will be void.

As the International Baccalaureate Organization states:

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills. Although it is probably easier to explain to a candidate what constitutes academic dishonesty, with direct reference to plagiarism, collusion, and cheating in examinations, whenever possible the topic must be treated positively, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Program”

REVIEW OF THE ACADEMIC INTEGRITY POLICY:

The Academic Integrity Policy is reviewed annually at the end of each school year by the subject group leadership team, which includes various stakeholders in the MYP and DP programmes. The faculty will then review the policy at the beginning of the new school year and before being shared with the broader community. Amendments to the policy will be considered, particularly in response to changes in IB policy, shifts in the school community, or evolving community needs.

References:

1 “Academic Integrity, The IB and AI Tools”, © International Baccalaureate Organization, September 2023.

2 *IB Academic Integrity Policy*, IBO (UK) Ltd., Peterson House, Malthouse Avenue, Cardiff GateCardiff, Wales CF23 8GL, United Kingdom. Website: ibo.org © International Baccalaureate Organization 2019, Policy Updated March 2023.

3 Ibid. p. 4.