



BISHOP DAVID MOTIUK
CATHOLIC ELEMENTARY/JUNIOR HIGH SCHOOL

BISHOP DAVID MOTIUK ACADEMIC INTEGRITY POLICY

PURPOSE: To support students, staff, and families in building a learning community where academic honesty is intentionally taught, actively modelled, and consistently practiced

DEFINITION OF ACADEMIC HONESTY: Academic misconduct refers to any behavior that results in, or may result in, a student gaining an unfair academic advantage or misrepresenting their work. In accordance with the IB Academic Integrity Policy (2023), types of academic misconduct include but are not limited to:

- **Plagiarism:** Presenting the ideas, words, or work of another person as one's own, without proper, clear, and explicit acknowledgment.
- **Collusion:** Supporting academic misconduct by another student, for example, by allowing one's work to be copied or submitted by another.
- **Duplication of Work:** Submitting the same work for different assessment components or school requirements without authorization.
- **Falsification:** Fabricating or altering data, information, or documents (e.g., results, references, or citations).
- **Inappropriate Use of AI or Digital Tools:** Using artificial intelligence, translation tools, or other digital resources to produce work without authorization, or presenting AI-generated work as one's own without proper citation.
- **Unauthorized Materials:** Using prohibited materials (e.g., notes, electronic devices) during assessments.
- **Facilitating Academic Dishonesty:** Enabling another student to commit academic misconduct (e.g., sharing answers during a test).



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All students are expected to complete authentic work and to properly acknowledge all sources of information, ideas, and support used.

Preventive Education and Promotion of Academic Integrity

At Bishop David Motiuk School, academic integrity is taught and reinforced as an essential part of student learning and development. Preventive education includes:

- **Academic Integrity Instruction and Promotion:**
All students receive instruction in research skills, citation and referencing, and the ethical use of information—including digital tools and artificial intelligence—at the start of each school year and before major assessment tasks.
- **Ongoing Modelling and Support:**
Teachers and staff regularly model academic honesty, demonstrate proper citation, and discuss the importance of authentic work in daily classroom practice.
- **Resources and Guidance:**
Students have access to citation guides, digital resources, and support from teachers for help with research and proper referencing.
- **Conversations and Reflection:**
Academic integrity and responsible use of technology are discussed with students before key assessments and projects. Students are encouraged to ask questions and seek support if unsure about expectations.

This proactive approach ensures that all members of our school community understand academic honesty as a shared responsibility and ongoing learning process.

School Response to Academic Malpractice:



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Step 1: The teacher discusses the suspected misconduct with the student, explains what went wrong, and clarifies academic integrity expectations.

Step 2: The student is given the opportunity to redo the assignment or complete an alternative task, with additional instruction or support if needed.

Step 3: The incident is documented in Powerschool and parents/guardians are informed, but no formal penalty is recorded unless misconduct repeats.

If a student engages in academic misconduct after a prior incident and educational intervention, the school will hold a formal meeting with the student, parents/guardians, and administration. A mark of zero may be assigned for the assignment in question, and a record of the misconduct will be documented in Powerschool. Additional educational interventions or loss of privileges may apply.

Roles and Responsibilities:

Students

- Complete and submit authentic work
- Cite all sources of information, ideas, and support (including AI/digital tools)
- Ask for clarification when unsure about academic integrity expectations
- Understand the consequences of academic misconduct

Teachers

- Teach and model academic integrity in all subject areas
- Teach the skills of research, referencing, the ethical use of information and digital/AI tools



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- Review student work for authenticity and provide feedback on citation practices
- Actively monitor for, and report, suspected misconduct
- Support students in understanding expectations and addressing errors constructively

IB Coordinator/Administration

- Ensure the academic integrity policy is implemented and regularly reviewed
- Provide professional development and resources for staff on academic integrity
- Communicate the policy and any updates to students, staff, and families

Parents/Guardians

- Encourage and support students to act honestly and ethically in their learning
- Review the school's academic integrity policy and expectations with their children
- Communicate with teachers or the IB Coordinator if concerns or questions arise

Communication, Support, and Resources

At Bishop David Motiuk School, academic integrity expectations and procedures are communicated clearly and proactively to all students, families, and staff. The Academic Integrity Policy is shared at the beginning of each school year through student handbooks, course outlines, and the school website. Teachers review the policy with students at the start of the year and before major assessments or projects.

To support academic honesty, students and staff have access to a range of resources, including citation guides, digital research tools, and support from their teachers. Instruction on research, referencing, responsible use of digital tools and AI, and ethical academic practices is provided through classroom lessons. Additional help is always available for those who need support in understanding or meeting academic integrity expectations.

Policy review cycle



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All school policies, including the Academic Integrity Policy, are formally reviewed every three years or in alignment with the IB programme evaluation cycle. The policies continue to be working documents as reviews may also occur sooner in response to changes in IB requirements, shifts in student demographics, or updates to provincial curriculum frameworks such as Alberta Education. Regular review ensures that policies remain relevant, inclusive, and aligned with IB philosophy. The review process involves a policy committee in collaboration with coordinators, teaching staff, and school leadership, with input from students and families where appropriate. This policy is fully aligned with the IB Academic Integrity Policy (2023), Alberta Education requirements, and division procedures.