

Administrative Procedure Academic Integrity (effective 2026-27 school year)		
	Department:	Student Programming
	Approved by:	Leadership Council
	Date Approved:	June 8, 2026
	Revision Date(s):	
	Review Date:	
	External References • <i>The Education Act, 1995</i> • Ministry of Education Adaptive Dimension Framework	
	Internal References • Academic Integrity AP - Instructional Response Process • Artificial Intelligence Administrative Procedure • Student and Family Code of Conduct Administrative Procedure • Student Discipline Administrative Procedure • Centralized Course Development Administrative Procedure • Sask DLC's Assessment, Grading, and Communication Framework • Centralized Course Development Guidelines and Frameworks	

Context

- As Artificial Intelligence reshapes how we think, learn and decide, schools are facing a new challenge: helping students stay intellectually engaged in a world of frictionless answers. This administrative procedure intentionally moves beyond terms such as cheating, plagiarism, and misconduct. Today's academic integrity issues are happening in a post-plagiarism era and require different approaches to build resilient future ready learners. At the core of this policy, learning requires judgement, effort, and understanding and those must be consistently demonstrated to provide valid and reliable evidence of student learning.

Purpose

- This administrative procedure serves to:
 - Outline expectations designed to support students and educational staff in upholding the core values of academic integrity.
 - Foster a culture of shared responsibility with our families, students and staff where academic integrity is viewed as an essential attribute that supports authentic learning and long-term growth.
 - Establish a transparent framework for upholding academic integrity across Sask DLC.
 - Ensure that assessment processes generate valid, reliable and defensible evidence of student learning that authentically reflects each student's own understanding.

Scope

- This procedure applies to Sask DLC educational staff, all students and their parents or guardians. It covers all academic submissions and demonstrations of learning.
- This procedure aligns with approved Sask DLC frameworks and Administrative Procedures (APs) to ensure transparency, fairness and continuous improvement in learning while ensuring compliance with privacy, ethical and educational standards.
- This AP is effective beginning 2026–27 school year.

Policy Statement

- Sask DLC expects all students to uphold academic integrity by engaging with their learning, submitting original work that represents their understanding and clearly acknowledging any sources, ideas, or supports used in an age-appropriate manner.
- Sask DLC is committed to ensuring that all assessments and assignments authentically represent each student's own learning process.
- Sask DLC recognizes responsive communication between students, parents or guardians and teachers as an expected standard of participation in its online learning environment.
- Sask DLC is committed to ensuring that instructional responses and consequences are applied fairly, consistently and with consideration of diverse needs of all students in Sask DLC's online learning community.

Core Values

Academic integrity at Sask DLC is grounded in six fundamental values identified by the International Center for Academic Integrity adapted to reflect Sask DLC's online learning context and our commitment to Indigenous ways of knowing, including the principles of relationality and reciprocity.

- **Honesty:** We demonstrate honesty by presenting work truthfully and accurately, and by appropriately acknowledging the ideas and contributions of others, and ensuring our work authentically represents our own learning, which supports all values.
- **Trust:** We build trust when all members of the learning community act with integrity and can rely on one another to meet expectations in both instructional and assessment contexts.
- **Fairness:** Fairness is upheld through consistent and transparent processes for teaching, learning, and assessment, ensuring that no individual gains an unfair advantage.
- **Respect:** We demonstrate respect by valuing diverse perspectives including Indigenous ways of knowing, engaging appropriately in digital and in-person interactions, and properly crediting the work of others, all guided by the principle of living well in relation to others.
- **Responsibility:** We are responsible for our actions and decisions, and for contributing to a culture of learning by completing and submitting original work, using digital resources appropriately, and seeking support when needed.
- **Courage:** We demonstrate courage by making ethical decisions, even when challenged, and by

addressing concerns related to academic integrity in a timely and appropriate manner.

Procedures

1. Approach to academic integrity

Sask DLC's approach prioritizes assessment that genuinely reflects student understanding. Sask DLC recognizes that:

- a) Academic integrity is a skill set that must be explicitly taught in an age-appropriate and consistent manner.
- b) Assignments and assessments should include opportunities for students to demonstrate the process of learning and skill development.
- c) Teachers provide students with clear directions regarding the submission of accompanying evidence of the learning process, including any permitted AI use guidelines.
- d) Verification of student learning is a routine and expected part of assessment at Sask DLC.
- e) Teachers may adapt learning experiences and assessments in accordance with the [Centralized Course Development AP](#), and the adaptive dimension to facilitate opportunities for students to demonstrate understanding in multiple ways.

2. Instructional responses and consequences

Sask DLC applies a progressive instructional response process to ensure academic integrity. The process begins with reliability checks to verify student understanding.

- a) When a teacher is unable to establish that submitted work is authentic, they enter a mark as a placeholder and request verification of the student's learning.
- b) Where concerns remain unresolved or behaviour is repeated, instructional responses will escalate according to established procedures.
- c) This process escalates up to and including formal disciplinary measures governed by the [Student Discipline AP](#) and *The Education Act, 1995*.
- d) Students and families are expected to participate in any instructional response initiated by Sask DLC educators.
- e) Detailed process is outlined in the [Instructional Response Process](#).

3. Questions, concerns and appeals

- a) Sask DLC students and their parents/guardians may contact their campus administrator at any stage of the instructional responses and consequences process to ask questions, request a review of an instructional response or raise concerns about procedural fairness. The campus administrator will consult with the teacher as appropriate, review, document and respond to concerns raised by students and parents/guardians in a timely manner. Questions about specific verification of student learning requests should be directed to the teacher.
- b) If a concern remains unresolved after speaking with the campus administrator, students and parents/guardians may follow the process outlined in Sask DLC's [Inquiries and Concerns AP](#), which provides a structured pathway for resolution up to and including the CEO level.

- c) Where a consequence escalates to a formal disciplinary measure such as suspension, Sask DLC [Student Discipline AP](#) and its associated appeals process apply. The campus administrator is responsible for advising the student and parent/guardian of this right at the time the consequence is issued.

Roles and Responsibilities

Sask DLC is responsible to:

- Ensure assignments and assessments include opportunities for students to demonstrate the process of learning and skill development.
- Provide guidance and examples that help students and parents/guardians understand and apply the values of academic integrity.
- Include information about academic integrity in course content and communications presented in a way that is age-appropriate and easily understood.
- Develop and implement progressive instructional responses and consequences processes in alignment to relevant Sask DLC APs and *The Education Act, 1995*.
- Maintain and manage a database as an organizational system for monitoring, tracking and responding to integrity concerns across all Sask DLC courses and campuses.
- Create, implement and track age-appropriate academic integrity training for students.
- Provide ongoing professional development opportunities to staff to support academic integrity principles and application of this administrative procedure.

Teachers are responsible to:

- Provide direction regarding submission of evidence of student learning process.
- Reinforce communication expectations with students and parents/guardians about the purpose for providing process evidence and reliability checks.
- Support students in developing the skill set needed to act with academic integrity in a manner aligned with curriculum expectations.
- Initiate and apply progressive instructional responses when necessary.
- Document relevant information in the academic integrity database.

Students are responsible to:

- Accept and abide by the Sask DLC Academic Integrity Expectations.
- Engage with, complete and follow academic integrity trainings, materials and expectations as requested by educational staff.
- Recognize that learning is a process that requires engagement, effort and persistence.
- Submit original work and maintain transparency by attributing ideas, sources and external supports in ways consistent with their grade level and learning context.

- Follow teacher direction regarding permitted AI use for each assignment or assessment and disclose AI use as instructed.
- Engage honestly when a teacher raises a concern about their work and participate in the process of demonstrating their understanding
- Seek help when they are unclear about integrity expectations or require support with attribution or submitting process evidence.
- Protect their own login credentials and ensure their work is not accessed or submitted by others.

Parents/Guardians are responsible to:

- Read and act in support of the Sask DLC Academic Integrity Expectations.
- Encourage, foster and advance collaborative, positive and respectful relationships with educational staff.
- Recognize that learning requires consistent effort over time and some struggle is a natural part of improvement.
- Support and guide students in completing work independently or with use of transparent supports.
- Communicate promptly and openly with teachers and administrators when academic integrity concerns arise.
- Assist in arranging proctored or supervised assessments when required.
- Follow and promote expectations outlined in the [Student and Family Code of Conduct](#).

Campus Administrators are responsible to:

- Understand, communicate, clarify, and support implementation of the Academic Integrity AP
- Support teachers through the instructional response process.
- Serve as the primary contact for process questions, instructional response reviews and procedural fairness concerns from students and parents/guardians.
- Review and respond to concerns raised by students and parents/guardians in a reasonable timeframe and document all outcomes.
- Support escalated academic integrity reviews and apply consequences in accordance with the instructional response process or [Student Discipline AP](#).
- Inform and escalate academic integrity reviews to the Superintendent, School Operations when appropriate.
- Identify and request professional learning opportunities to support academic integrity.

Superintendents are responsible to:

- Understand, communicate, clarify and support implementation of the Academic Integrity AP
- Review and consider escalated academic integrity concerns brought forward by campus administrators as per the instructional responses process or [Student Discipline AP](#).

Professional Learning Network (PLN) members are responsible to:

- Support colleagues with the implementation of the Academic Integrity AP.
- Consider assessments where academic integrity concerns are present when determining priorities for course management request planning work.
- Identify and request professional learning opportunities to support academic integrity.

Online Learning Facilitators (OLFs)/mentors are responsible to:

- Guide students in providing evidence of the learning process to support implementation of the Academic Integrity AP.
- Support monitoring of student work according to the proctoring and supervision guidelines.
- Communicate relevant observations from supervised settings to support the teacher in verifying authenticity of student learning.

Definitions

Academic Integrity: The responsible practice of upholding honesty and transparency in all academic work, ensuring submissions are original, properly attributed, and that any use of artificial intelligence or external assistance is clearly disclosed.

Artificial Intelligence (AI): Machine-based systems that use data, inputs, and contextual information to generate outputs based on associations and patterns. This includes embedded AI capabilities, generative AI applications (e.g., chatbots, content generation), learning analytics, and agentic systems.

Adaptive Dimension: is an [educational framework](#) grounded in an inclusive philosophy that upholds adaptations as a right, not a privilege. It guides teachers in flexibly adjusting instruction, resources, assessment, and the learning environment to meet individual student needs while maintaining curriculum integrity.

Consequence: a planned and appropriate response by school authorities to a student's action or behaviour, intended to address misconduct, reinforce expectations, and support a safe and orderly learning environment.

Evidence of Student Learning Process: is any age-appropriate demonstration that reveals how a student developed their understanding. It makes thinking visible through actions, explanations, or documented artifacts, and may include real-time demonstrations, drafts, revisions, reflections, and disclosures of tools or supports used (including AI). This evidence is used by teachers to verify that student work authentically represents the student's learning.

Instructional Response: are educative actions taken by a teacher in response to an academic integrity concern. They are designed to help the student demonstrate their learning, not to punish. Examples include a reliability check conversation, an alternate demonstration, a resubmission, or supervised assessment. Progressive instructional responses may lead to consequences.

Reliability Check: A review of one or more pieces of submitted work to determine whether the work authentically represents the student's learning. Reliability checks are a normal and expected part of

assessment in an online learning environment.

Proctored/Supervised Assessment: An assessment completed under the direct supervision of an approved individual to ensure the work is the student's own. May be required by a teacher's professional judgment or as a response to an academic integrity concern.

Post-plagiarism: An era in which AI-enabled tools can produce responses that appear indistinguishable from student-generated work, blurring the line between authentic learning and generated output. As a result, academic integrity is determined not only by the final product, but by a student's ability to demonstrate and explain their learning process.