

**The International Baccalaureate
Diploma Program**

Academic Integrity Policy



The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable - They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators - They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They

are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced - They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective - They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Notre Dame Prep Mission Statement

The mission of Notre Dame Prep is to nurture the overall development of young men and women in character, faith, and intellect. We motivate every student to cultivate a love for knowledge, truth, and excellence. Our diverse and caring community, rooted in Catholic teachings, helps students explore their God-given purpose and live as imitators of Christ.

We inspire a passion for learning and instill values of service, forming servant leaders who make meaningful contributions to the world. Equipped with academic excellence, personal discipline, and Christian charity, our students are well-prepared to succeed in college and life.

Notre Dame Prep Vision Statement

At Notre Dame Prep, we are energized in our quest for excellence and in our purposeful growth in character, faith, and intellect. As a diverse learning community, we educate to develop the whole person—to provoke the mind, enkindle the heart, and foster the search for truth, goodness, and beauty. We are collaborators and innovators, using our knowledge and wisdom to serve our community, solve problems, and have a positive impact in society.

The fulfillment and joy of a Christ-centered life is encountered in our culture of vibrant Catholic faith. As Imitators of Christ, we are servant leaders—courageous, moral, and engaged, striving through God’s grace to be leaven in the world.

Academic Honesty

The principles of academic integrity are a cornerstone upon which our community rests. They are at the heart of the intellectual integrity of the school. In order to maintain academic integrity, Notre Dame Prep requires that all work be entirely the result of one's own effort. Plagiarism, cheating, or other forms of academic dishonesty will not be tolerated in any form or to any degree. All members of the community are responsible for the integrity and honesty of their work.

What is Academic Integrity?

Having **integrity** means to be honest, to work hard, not to cheat or “cut corners,” whether it is in your studies (academic integrity), or playing sports, being with your friends or family---in life. Someone once described integrity as beginning with...“when you’re all alone...and look in the mirror...you are honest about who you are and what you see.” Integrity means you take responsibility for your actions whatever you choose, even if the choice is wrong. Integrity ultimately means you are honest to God about yourself, who you are, your strengths and weaknesses, and you strive to be honest in all of your endeavors. At Notre Dame Prep, **Academic Integrity** means you are honest in your academic life and protect the honesty of your academic work and the academic work of others. Academic Integrity also means that you do not help another in any way to “cheat” in their effort to complete their work.

Why is Academic Integrity Important?

What you **do** matters. More importantly, **who you are** matters. Your **character** is revealed, in part, by the choices you make, the acts you commit, and how you handle the consequences of your actions. At Notre Dame High School, we are not only committed to helping you learn the material in a particular course, but also in helping you make the best choices in your learning and in life.

When you are confused about what to do or how to complete an assignment, teachers expect that you will ask for help rather than cheat or copy another's homework. Even though this is a simple example, it is at the heart of why academic integrity is important. In this way, you put forth your best effort, and maintain an honest relationship with yourself, your classmates, and your teacher. Your character and integrity will grow and deepen.

What happens if a violation occurs?

If you violate the Academic Integrity Policy of Notre Dame Prep, you will be held responsible and accountable for your actions. This policy outlines the possible consequences for violations. It is our hope that you never put yourself in a situation where you compromise your integrity or that of another.

Research Papers and Projects

Research papers and projects, if assigned, are a course requirement. To be eligible to pass the course, the student must complete the assignment. If this assignment is plagiarized or compromised, the student receives a zero for the assignment and an incomplete in the course until re-done. In addition, the student must redo the assignment to satisfy the “research paper” requirement of the course. However, the initial grade of zero for the assignment will not be changed.

Honor Code

Students are expected to write the Honor Code and initial their statement on all written work. Consequences for violating the Honor Code are explained in this handbook.

Academic integrity violations encompass any act that compromises or subverts the integrity of the educational or research process. These offenses include, but are not limited to: cheating, plagiarism, academic misconduct, misrepresentation, and facilitation.

- Desks are to be cleared of all but designated materials. Any books or other materials are to be under the desk and out of sight. No student is to look around the room or at another student’s paper or cell phone for any reason.
- No student is to leave his/her seat for any reason. No student is to talk to any other student or to make noise of any kind during the testing session. Students are to have a writing instrument available for use on top of his/her desk. If a student has a question, the student should raise his/her hand to get the attention of the teacher.

Cheating

Cheating is an act or attempted act by which a student deceives, acts dishonestly, or misrepresents work that he/she has produced on an academic exercise or assists another to misrepresent his/her work. Examples of cheating include but are not limited to:

- Copying from others during an examination;
- Communicating or attempting to communicate answers, hints, or suggestions during an examination;
- Using unauthorized materials to complete an exam or assignment, i.e. cheat sheets, notes written on calculator cover, on hands, ties, skirts, desk, etc.
- Programming of notes, formulas, or other aids into a programmable calculator or electronic dictionary without prior authorization;
- Using a communication device such as a cell phone, iPod, Apple Watch (or similar devices), or electronic translator during an exam;
- Submitting portions of the same academic work for credit in more than one course without consulting the second teacher.

Plagiarism

Plagiarism is the inclusion of another's words, ideas, or data as one's own work. This covers unpublished as well as published sources. Examples of plagiarism include but are not limited to:

- Quoting another person's words, sentences, paragraphs, or entire work without acknowledgment of the source;
- Utilizing another person's ideas, opinions, or theory without acknowledgment of the source;
- Failing to cite the words, pictures, music, video, or other forms of communication in research projects;
- Copying and pasting from an online source and submitting it as one's own work;
- Paraphrasing source material without citations.
- **AI/ChatGPT** - Using artificial intelligence to generate work and submitting it as one's own when an assignment requested original thought.

Turnitin.com - ND subscribes to turnitin.com which helps teachers compare students' papers to all the available literature in its database.

Artificial Intelligence (AI)- All students are required to use their Notre Dame Prep Google account to write items in Google Docs, Sheets, etc. This ensures a time stamp is created and allows for tracking the work and editing of the document. At any time, a teacher may request to have the documents shared with them to review the document progression and versions via the time stamp. This enables the teacher to verify the authenticity of the paper and better understand the student's voice in the written work. Additionally, a student may be asked to verbally summarize their written work without referring to the document they submitted. These checks are in place to verify that the student has provided authentic work without the aid of AI or AI related tools (unless the teacher has granted written permission for the specific assignment to use AI or other AI related tools). If it is found that the written work has violated the policy regarding AI or AI related tools, the student will receive a zero on the assignment

Translator during an exam: Translators will only be allowed at the discretion of the teacher. Translators should be used, for instance, in situations where an exchange student is present in class.

Academic Misconduct

Academic misconduct is any other academically dishonest acts or assistance to other students in the commission of these acts. Examples of academic misconduct include but are not limited to:

- Giving away or selling all or part of an exam, including answers; e.g., telling someone in the 10:30 a.m. exam period what was on the 8:00 a.m. class exam;
- Purchasing an assignment or exam online.
- Bribing another to obtain a test, paper, assignment, etc.;
- Copying, distributing and/or receiving any portion of a test, exam, etc.;
- Continuing to work on an assessment after the specified allotted time has elapsed without explicit permission from the teacher;
- Changing or helping another to change a grade or an answer on a test, assignment, or project;

- Fabricating an excuse to obtain an extension on a deadline for a test, assignment or project;
- Committing any action that compromises the integrity of an assessment, including stealing, attempting to steal, or buying an examination, paper or answer key;
- Failing to be fully cooperative and truthful if one has direct knowledge of an alleged violation of academic integrity.

Misrepresentation

Misrepresentation refers to any situation in which a student presents as his or her own work any assignment prepared by another person or individual. Examples of misrepresentation include but are not limited to:

- Collaborating on a test, quiz, homework assignment, or project with others without authorization from the teacher;
- Allowing others to do research or writing of an assignment; e.g.,
 - a. Using the services of a commercial term paper company,
 - b. Using the services of another person (family member, tutor, etc.) inappropriately, without authorization;
- Copying homework and submitting it as one's own work;
- Claiming to have fulfilled the roles and responsibilities accepted on a group project;
- Turning in another person's project as one's own.

Facilitation

Facilitation refers to knowingly or intentionally assisting any person in the commission of an academic integrity violation. Students who engage in facilitation are also subject to disciplinary action for integrity violations. Examples of facilitation include but are not limited to:

- Giving another student one's assignment or paper (or portion thereof);
- Giving another student answers to a test or assignment;
- Letting another student copy one's answers during an examination;

Creating unfair opportunities for students in other sections of a class by communicating or giving any test (or assignment) information, questions, or answers to students in another class, or other sections of the same class; this gives students in later sections an unfair advantage.

Academic Integrity Violations

Academic integrity violations are so serious that it will warrant severe consequences. Thus, when it is determined that a student has violated the academic integrity policy, **a grade of zero (0) on the particular work will result.** Parents will be contacted and the student is subject to Saturday Academy, suspension, summer hours, or even dismissal from school.

Consequences for Violations

Academic Integrity File

- The Assistant Principal will maintain and control access to this file.
- The cumulative file will include any violations over the course of a student's career at Notre Dame Prep.
- If a student is being considered for some type of award or honor, the nominating/sponsoring party may inquire as to integrity issues regarding specific student candidates.

Disciplinary Committee

May be convened if:

- The student denies the charge.
- The infraction involves several students and the teacher does not have the capacity to perform a comprehensive investigation.
- The criteria warrants a broader investigation of the charge.
- The student is charged with a second offense.

Violations-cheating on a quiz, test, stealing or copying a test or quiz, purchasing an exam or assignment, plagiarism, etc. may be handled as follows:

The teacher involved determines if the student is cheating. The teacher's professional judgment will determine if a student has cheated; however, there must be evidence whenever possible. In addition, it is the responsibility of the student to avoid any action or situation that may cause teachers to believe this policy has been violated.

Consequences for 1st offense

- Student receives a zero on the assignment or assessment. Quarter average or grade is determined by factoring in the zero. If the infraction occurs on a midterm or final exam, a zero will be factored in for the exam grade and the final average for the course.
- Teacher and the department chair will notify the Assistant Principal and provide whatever data/material they have regarding the incident. The Assistant Principal makes a notation regarding the incident in the Academic Integrity file.
- Teacher or Assistant Principal notifies the student, parent, and also the subject department chair in writing that a violation of the Academic Integrity Policy has occurred. Student and parent acknowledge notification.
- Student is disqualified from the honor roll for the quarter when the offense occurs, regardless of overall average.
- Student may be subject to removal/suspension from any athletic team, student council position, honor society, and/or any other extra-curricular activity.
- Student is subject to summer hours, school suspension (including extra-curricular activities), Saturday Academy, and conference with the parent, student, and any teacher(s) involved.
- The degree of any additional punishment, up to and including expulsion from Notre Dame High Prep, will vary according to the circumstances of the cheating offense/incident.

Consequences for 2nd offense

Multiple offenses are defined as in the same or different class and include all 4 years at ND.

Convene the Disciplinary Committee. Possible consequences to be determined by the committee may include but are not limited to:

- Suspension from school (including extra-curricular activities).
- Mandatory attendance at Saturday Academy. The Saturday Academy takes precedence over sporting games and practices.

- Points deducted from the marking period average. This may result in a failing grade for the marking period or school year.
- Expulsion from Notre Dame High School.

A conference will be held with the student and parent to discuss further sanctions and note that any further violations *will* result in dismissal from Notre Dame Prep.

Responsibilities of School Staff

The IB Coordinator shall:

- Provide all IB teachers and staff members with a copy of the Notre Dame Prep's Academic Honesty Policy and ensure that they have read it and understand it and agree to comply with it.
- Provide all IB students (Diploma Candidates, Anticipated Candidates and Certificate Candidates) with a copy of the Notre Dame Academic Honesty Policy and ensure that they have read it and understand it and agree to comply with it.
- Communicate the expectation of academic honesty to IB staff and students on a regular basis.

Teachers shall:

- Ensure that students are aware of what constitutes academic malpractice and explain how and why it undermines the learning process
- Ensure that students are aware of the consequences of academic malpractice
- Ensure that students are instructed in the proper methods of citation, paraphrasing, creating a bibliography
- Ensure that students understand how to use the words and ideas of others to appropriately support their oral and written communications
- Be vigilant in identifying and preventing academic malpractice
- Structure assignments and tests so as to minimize the opportunities for academic malpractice.

Responsibilities of the Student

Students shall:

- Agree not to engage in any of the forms of malpractice as outlined in this Academic Honesty Policy
- Work collaboratively only in appropriate circumstances and ensure that the amount of work they perform on the project is commensurate with other students in the group
- Ensure that they learn and practice acceptable methods of source citations including sources derived from the Internet

- Ask for advice and guidance from a teacher or supervisor when in doubt about the proper method of citing sources
- Submit work that is authentic and represents their own thoughts and ideas
- Inform a teacher or staff member when and if they become aware that another student or students have demonstrated academic malpractice.

Examples of Proper Citation

A **source** is what you turn to for information about your topic. They generally fall under print sources, non-print sources, and electronic sources. A source can include any of the following:

- a book
- a magazine or newspaper article
- a scholarly journal article
- a film, television show, or radio program
- a web site
- a personal interview

A **print source** can be a periodical or a non-periodical. A periodical is a publication that is issued periodically, such as any of the following:

- a newspaper (The Boston Globe);
- a magazine (Newsweek);
- a journal (Journal of Naturopathic Medicine).

A non-periodical most often refers to a book.

A **non-print source** can include, but is not limited to, any of the following:

- a television or radio program
- a film
- a personal interview
- a class lecture
- a recording

An **electronic source** can refer to a source found on the Internet, such as a personal or professional web site.

When you bring research (quotations, paraphrases, facts, statistics, etc.) into your paper, you must give credit to the source and its author(s). Giving credit to a source is also called **citing a source**. You do this with in-text or parenthetical citations. They are called parenthetical citations because the bibliographic information goes inside parentheses. The following sources must be cited:

- Quotations: Someone else's exact words, enclosed in quotation marks.
- The ideas, opinions, and theories of someone else—even if you restate them in your own words in a paraphrase or summary.
- Facts and statistics—unless they are common knowledge and are accessible in many sources.

Quoting

When you quote, you borrow an author's exact words. Use a quotation when:

- the wording is so memorable or expresses a point so well that you cannot improve or shorten it without weakening it;
- when the author is a respected authority whose opinion supports your own ideas;
- when an author challenges or disagrees profoundly with others in the field.

Paraphrasing

Paraphrasing is putting material (including major and minor points) into your own words and sentence structure. You can paraphrase a theory, an idea, the results of a study, or a passage in an original source, as long as you use your own words to describe it. A paraphrase is often the same length as the original, but it is in your own words.

Summarizing

Summaries are often less detailed than paraphrases. In a summary, you provide your reader with the gist of the most important sources you find in your own words. Summaries give readers basic information and are always in your own words. When you include a summary in your paper, introduce the author's name and/or the work.

How to Cite a Source

Use in-text citations in the body of your paper when you quote, paraphrase, summarize, or use other borrowed material. Citations should be as concise as possible, while still giving readers enough information to find the full bibliographic information on the "Works Cited" page.

An in-text citation looks like this: (Smith 165)

If there are two authors, give both last names: (Jones and Nichols 18)

If there is no author, give the first word of the title: ("Recent" 23)

If there is no page number, give the paragraph number: (McKnight par. 10)

Creating a “Works Cited” Page

A “Works Cited” page contains the full bibliographic information to which you have been referring in the body of your paper. The “Work Cited” page is:

- the last page of your paper
- double-spaced
- Alphabetized

The following is an example of a “Works Cited” page. (Below the works cited is the name of the kind of source; this is only to help you in the presentation and does not appear on your “Works Cited” page.)

Works Cited

Allende, Isabel. “An Act of Vengeance.” Trans. E.D. Carter, Jr.

Literature and Its Writers. Eds. Ann Charters and Samuel

Charters. Boston: Bedford/St. Martin’s, 2001. 66-71.

Center for Reformation and Renaissance Studies. Ed. Laura E. Hunt and

William Barek. May 1998. U of Toronto. 11 May 1999

<<http://citd.scar/index.html>>.

“The Decade of the Spy.” **Newsweek** 7 Mar. 1994: 26-27

Hallin, Daniel C. “Sound Bite News: Television Coverage of Elections,

1968-1988.” Journal of Communication 49.2 (1992): 5-24.

Lakoff, George, and Mark Johnson. Metaphors We Live By. Chicago:

U of Chicago P, 1980.

Navarro, Mireya. “Bricks, Mortar, and Coalition Building.” New

York Times 13 July 2001: A1+.

Russo, Michelle Cash. “Recovering from Bibliographic Instruction Blahs.”

RQ: Research Quarterly 32 (1992): 178-83. Infotrac: Magazine

Index Plus. CD-Rom. Information Access. Dec. 1993.

Sidel, Ruth. On Her Own: Growing Up in the Shadow of the American Dream. New York: Penguin, 1990.

Spanoudis, Steve. Poet's Corner. 2 Feb. 1998. 4 Feb. 1998
<<http://www.geocities.com/~spanoudi/poems>>.

Zacharias, Peter. Personal Interview. 23 Nov. 2001.

1. Allende, Isabel citation: Work from an anthology with a translator
2. Center for Reformation and Renaissance Studies citation: On-line professional site
3. The Decade of the Spy citation: Anon. article in a magazine
4. Hallin, Daniel citation: Article in a journal that pages issues separately
5. Lakoff, George citation: Book with two authors
6. Navarro, Mireya citation: Article in a newspaper
7. Russo, Michelle Cash citation: Journal article with continuous pagination (from a database)
8. Sidel, Ruth citation: Book with one author
9. Spanoudis, Steve citation: ON-line professional site with author
10. Zacharias, Peter citation: Interview

Policy Review

Policies will be reviewed annually by the Academic Leadership and a voluntary committee of teachers.

SIGNATURE SHEET

After both student and parent have read the IB Academic Honesty Policy thoroughly, please sign the form and **return it within a week** to the IB Coordinator.

We have read the IB Academic Honesty Policy and fully understand all the rules and regulations of Notre Dame Prep contained therein and the consequences involved for violation of these rules:

(Student Name)

(Date)

(Student Signature)

(Parent Signature)