



An International Baccalaureate World School

Middle Years Programme • Career-related Programme • Diploma Programme
2101 Spring Drive
Garner, North Carolina 27529 USA
www.garnerhs.wcpss.net

Tel: 919-662-2379
Fax: 919-589-6653

Academic Integrity Policy

WCPSS Policy Code: 4310 Honor Code

Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and principled action in students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Garner Magnet High School is unwavering in its commitment to upholding the highest standards of academic honesty for all students. Our dedication is rooted in the principles of the IB learner profile, which fosters a culture of principled and responsible student conduct. In harmony with this belief, we strive to cultivate a school environment that wholeheartedly supports our academic mission while duly recognizing the diligence and achievements of both students and faculty.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code;
- parents and family will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- staff will establish and annually teach expectations regarding academic integrity and honesty¹; and promote the honor code.

A. Prohibited Behavior

1. Cheating: Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.

¹ Every student is required annually to complete a brief online course developed by the school to teach expectations regarding academic integrity and reinforce the principle of academic honesty.



Cheating includes, but is not limited to:

- copying from another student's examination, assignment, or other coursework with or without permission;
- allowing another student to copy work without authorization from a teacher or administrator;
- taking an examination, writing a paper, or completing any other assigned academic task on another student's behalf;
- using notes or resources in any form, including written or online, without authorization;
- sharing or accepting from another, without authorization, any examination content, questions, answers, or tips on an assessment or assignment through the use of notes, scratch paper, social media, or any type of written, oral, or electronic communication.

2. Plagiarism: Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.

Plagiarism includes, but is not limited to:

- copying text, images, charts, or other materials from digital or print sources without proper citation;
- intentional misrepresentation of work as your own by paraphrasing of items from digital or print sources without proper citation;
- using translation tools or resources to translate sentences or passages without permission;
- using a thesis, hypothesis, or idea obtained from another source without proper citation.

3. Falsification or Deceit: Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.

Falsification or deceit includes, but is not limited to:

- falsifying another person's name on a school-related document such as a test or report;
- buying or selling test questions or answers;
- copying secure test materials and providing the materials to others;
- paying for or receiving anything of value to complete a school assignment.

B. Violations

1. Staff will intervene and reeducate students to promote positive change in student behavior.
2. A student's grade may or may not be impacted by a violation. If the violation impacts a student's grade, the school may impose academic consequences according to the following criteria: (a) when reasonably possible, the student will be expected to complete the assignment or an alternative assignment as determined by the professional learning community (PLC) guidelines and will do so in



an honest manner consistent with the honor code, and (b) the student may receive full, partial, or no grading credit for the assignment as determined by PLC guidelines approved by the principal. Guidelines will consider the age of the student, the student's performance on a repeated or alternative assignment, the student's number of violations of the Honor Code during the school year, and the gravity or level of the violation.

3. A violation of the Honor Code may or may not result in a disciplinary consequence. Staff will address violations of this policy under Board Policy 4309, Student Behavior – Code of Conduct, Levels I-11 (Honor Code) and Level II-1 (Falsification or Deceit) as applicable.

Level I-11 (Honor Code) states: "All students are expected to adhere to the academic Honor Code. Disciplinary consequences for violations of this policy will typically be consistent with Level I violations." (Level I rule violations are generally addressed with non-disciplinary interventions or non-exclusionary discipline consequences. see WCPSS Board Policy 4309)

At GMHS, when a student breaches the Honor Code:

1. *The teacher will promptly confer with the student, and within two school days of discovering the incident, contact the parent/guardian to discuss the academic dishonesty. All communication will be documented for reference.*
2. *On the first offense, the teacher will then assign an alternative replacement assignment of equivalent rigor. This assignment will not incur any deduction from the earned grade if submitted within the new reasonably established deadline.*
3. *On the second offense, the teacher will then assign an alternative replacement assignment of equivalent rigor with a reasonably established new deadline, incurring a maximum academic deduction of 50% from the earned grade.*
4. *In case of repeated violations, the teacher shall*
 - a. *submit a comprehensive written referral, including appropriate documentation, to an administrator.*
 - b. *The administrator will conduct a meeting involving the student, counselor, and any relevant parties to address the incident thoroughly. All proceedings will be carefully documented.*
 - c. *Disciplinary actions, based on the gravity of the situation, may include a warning and a signed student/parental statement acknowledging the violation and its associated penalties. This statement should also demonstrate a clear understanding of potential consequences for any future offenses.*

Level II-1 states that, "Intentional acts of falsification or serious deceitful misconduct that threatens the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals, are prohibited." A further description of Falsification or Deceit is set



forth above in this policy. (Level II rule violations involve more serious misconduct that may warrant short-term suspension of up to five (5) school days when, in the judgment of the principal or designee, non-disciplinary interventions and non-exclusionary discipline consequences are insufficient to address the behavior and prevent its recurrence. see WCPSS Board Policy 4309)

This level of WCPSS Honor Code violation typically occurs in the following areas:

- a) Alteration or falsification, or attempted alteration/falsification, of records (e.g., transcripts)*
- b) Theft, or attempted theft, of records or testing materials (exams/tests/quizzes)*

4. Violations of the Honor Code may impact eligibility for school privileges including but not limited to athletic participation, honors, or awards. Further, this policy does not prevent consequences from being imposed by other organizations or regulations.

C: Guidance on the use of artificial intelligence tools

Academic integrity aims to make knowledge, understanding, and thinking transparent. This includes students understanding how to correctly reference and ethically use information and opinions. The emergence of artificial intelligence (AI) tools that can generate unique content may raise new concerns. However, just as in cases where a student purchases an essay from the internet or has a third party write it, teachers are already well-equipped to identify instances where artificially generated work is not the student's original work.

1. Teaching students about academic integrity

The emergence of AI tools presents another opportunity to teach students about the importance of academic integrity as an ethical choice that students must make. Students must receive proper education about academic integrity, and it is insufficient to provide them with a list of rules or teach them referencing formats. Students need to engage in discussions about what it means to act with academic integrity and observe role models who demonstrate ethical behavior. Discussions about the ethical use of AI tools can be a productive classroom exercise as they help students understand the importance of ethical behavior and the impact of their choices on their academic and professional careers.

2. The use of AI tools

AI tools are revolutionizing education and reshaping the necessary skill set for students. As the reliance on software for generating written material increases, proficiency in collaborating with AI tools becomes crucial. Starting from the 2023-24 school year, WCPSS no longer restricts the use of AI software for staff and students in grades 6-12. This decision aligns with a commitment to academic integrity while recognizing that incorporating AI tools in education enhances learning outcomes and promotes technological literacy.



3. Instruction on the use of AI tools

It is necessary to instruct students that work produced, even partially by AI tools, cannot be considered their original creation. Similar to quoting or utilizing material from external sources, students must explicitly acknowledge if they have incorporated any text, image, or graph generated by AI into their work. They must cite and credit AI-generated content within the text and provide appropriate references in the bibliography. The citation should specify the prompt given to the AI tool and the date the AI generated the text. In-text citations should follow the referencing style used for other sources. Failure to do so is a breach of academic integrity.

All instruction must continue to emphasize developing critical thinking skills that are necessary when students utilize AI to support their schoolwork. Students should consistently critically assess AI-generated content, verify its accuracy, remain vigilant for biases inherent in AI tools based on their training data or programming, and ensure they are still producing creative and original work.

4. Authentication of Student Work

While researchers continue to develop tools for detecting essays written by AI, these tools must demonstrate greater reliability before they can be considered as evidence of academic misconduct leading to a student losing their grade for an assignment or assessment. As stated in draft Policy Code: 3229-6529-7329, "Wake County Public Schools does not support the use of AI detection programs due to their technical unreliability, inaccuracy, and potential for bias against specific student populations, including those for whom English is a second language. This is consistent with prioritizing a human-centered approach." To authenticate that submitted work is a student's own, teachers will employ the following methods:

Observation: Teachers will observe the development of students' work over time to confirm its authenticity, ensuring that it genuinely represents the student's individual effort. This approach also promotes the adoption of effective planning strategies in coursework.

Conversation: Engaging in dialogue with students about their work will assess their ability to distinguish between their original ideas and those derived from external sources. This practice fosters a deeper understanding of academic integrity and reinforces the importance of proper attribution and referencing.

Evaluation: Evaluating the final quality of student work ensures that the submitted work aligns with the expectations corresponding to the student's academic level and previously submitted assignments.

These methods contribute to maintaining academic integrity and provide a comprehensive approach to authenticate the originality of student work.



WAKE COUNTY
PUBLIC SCHOOL SYSTEM
GARNER MAGNET HIGH SCHOOL

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