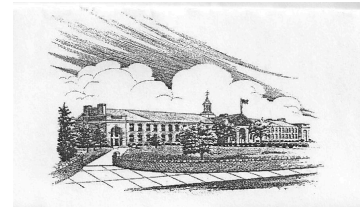




## **Granby High School IBDP and IBCP Academic Integrity Policy**



### **Academic Integrity Expectations**

The Granby High School IB community, composed of administration, faculty, staff, students, and parents, will support a climate of honesty, respect, responsibility and trust. This community will encourage students to take pride in their own abilities while supporting and guiding students to achieve success through their own initiative and perseverance. Our community will develop and foster the growth of all members through honest effort.

### **Statement of Purpose**

- As members of a democratic society as well as an IB World School, we embrace the need to teach personal and social responsibility.
- The school plays a vital role in creating opportunities within the curriculum to address the need for academic honesty and the link between one's integrity and submitting one's own authentic work.

**The GHS Academic Integrity Policy is founded on the ideals of the IB Learner Profile which supports our expectations that GHS students are:**

#### **Principled**

- Acting with integrity and honesty, with a strong sense of fairness and justice.
- Respectful of the dignity and rights of others.
- Personally responsible for their actions and their consequences.
- Exercising daily commitment to truthful words and actions.
- Taking appropriate action against wrongdoing, despite peer pressure, fear, loyalty, or compassion.
- Committed to independent thought.

#### **Open-Minded**

- Seeking and evaluating a range of points of view with a willingness to learn from the experience.
- Believing that others will act in a forthright manner.
- Relying on the integrity, ability, and character of others.
- Committed to the idea of a mutual relationship between students, faculty, staff, administration, parents, and the community that enhances the learning environment.

#### **Caring**

- Showing empathy, compassion, and respect.
- Committed to be tolerant of others, their views, and their values. This means having high regard for one's own well-being and that of others.
- Committed to respectful behavior.
- Attending all classes on time, contributing to discussions, meeting academic deadlines, and performing to the best of one's ability.
- Willing to follow established school and classroom rules and expectations.

## **Roles and Responsibilities of Community Members**

The ultimate responsibility for academic integrity remains with the student, who must produce and submit authentic work.

All community members should realize that Academic Misconduct can be avoided and is often a result of the following:

- Lack of confidence in a subject area
- Poor time-management skills
- External pressures to achieve high grades
- A misunderstanding of what constitutes plagiarism, collusion, and cheating
- Failure to value assigned tasks/assignments
- Skipping class on assessment days
- Poor judgment

### **Students will:**

- Have a knowledge and understanding of the Granby High School's IB Academic Integrity Policy and consequences,
- Adherence to the NPS/GHS Code of Conduct, particularly with cell phone use.
- Realize that all academic work falls under the Academic Integrity Policy and participation in our academic community implies understanding of the policy and constitutes the intent to follow all expectations and accept consequences.
- Uphold the foundations of being principled, caring, and open-minded and avoid situations that contribute to infractions of the Academic Integrity Policy, including plagiarism or cheating or collusion.
- Avoid using unauthorized assistance on all schoolwork, including the use of Artificial Intelligence (AI) programs without specific permission from the teacher.
- Avoid plagiarism by:
  - Acknowledging information, ideas, or patterns of thought borrowed from any source.
  - Consulting faculty about any questionable situations or content in assignments.
  - Using a recognized method of documentation of resources, such as MLA, APA, or Chicago.
- Understand teachers' expectations for collaboration on assignments and ask for clarification when uncertain; collaborative teams should work together to clarify responsibilities, establish timeline for the work, and include all team members.
- Meet deadlines set by teachers and IB Coordinator that help manage the workload (especially for Internal Assessment processes).
- Sign a statement of authenticity with each assessment turned in to the teacher or submitted to IBO (See GHS Assessment Policy) "I confirm that this work is my own and is the final version. I have acknowledged the use of words or ideas of another person (or source), whether written, oral, or visual."

### **Faculty will:**

- Have a knowledge and understanding of the Granby High School Academic Integrity Policy and its consequences.
- Realize that all academic work falls under the established policy, and participation in our academic community implies understanding of the policy and the intent to follow all expectations.
- Clarify expectations and written directions for all assignments that involve collaboration/teamwork so that students fully understand their responsibilities for the end product/assignment.

- Keep copies of students' portfolios with writing samples to help determine inappropriate AI use on assignments.
- Take immediate action by following the established consequences and notifying the IB Coordinator when violations of the Academic Integrity Policy are suspected.
- Teach/review/provide resources for correct use of documentation when assigning work that will require the use of outside sources and research (See IB "Effective Citing and Referencing").
- Teach/review ethical use of AI in relation to the subject/assignment.
- Model academic integrity by crediting sources used in their own instructional materials as appropriate.
- Review the principles of Academic Integrity during the first week of school and within each unit of study when appropriate.
- Foster an appropriate environment for testing and assignments that promote academic honesty, reducing conditions that may lead to cheating.
- Create alternative assessments for a virtual teaching environment that reduce the chances of cheating.
- Explore ethical dilemmas within career-related studies and DP subjects that relate to Academic Integrity.
- Facilitate the behavior reflection process when a first consequence occurs.

**Counselors will:**

- Have a knowledge and understanding of the Granby High School Academic Integrity Policy and its consequences.
- Realize that all academic work falls under the policy, and participation in our academic community implies understanding of the policy and the intent to follow all expectations and consequences.
- Facilitate parent/teacher/student conferences when follow-up counseling is appropriate after academic misconduct.
- Counsel students about the importance of academic integrity and provide strategies for reducing stress and academic overload to help ensure students' well-being and academic/life balance.
- Review the Academic Integrity Policy with all transfer and new students that enter Granby High School mid-year or mid-semester.
- Coordinate ongoing lessons engaging current and new members within the IB program, in order to discuss the importance of Academic Integrity and corresponding expectations.

**Administrators/IBDP and IBCP Coordinator will:**

- Have a knowledge and understanding of the Granby High School IB Academic Integrity Policy and its consequences.
- Provide a copy of the policy to all IBDP and IBCP students and engage in discussions of ethical behavior and its importance to the student, family, teacher, school, and society.
- Realize that all academic work falls under the policy, and participation in our academic community implies understanding of the policy and the intent to follow all expectations.
- Assure that all faculty, students, and parents have knowledge of the Granby High School IB Academic Integrity Policy by annually engaging teachers in discussions concerning academic integrity, including the expectations of the International Baccalaureate Programme..
- Help create a school-wide environment that encourages adherence to academic integrity, including encouraging teachers to enforce the Academic Integrity Policy and to be consistent with consequences.
- Maintain cumulative records of reported violations of the Academic Integrity Policy.
- Enforce appropriate disciplinary actions in accordance with the NPS Student Handbook and GHS IB Academic Integrity Policy infraction consequences.
- Establish a climate of open communication and dialogue so that students feel comfortable talking with teachers and counselors when they need extra help or deadline extensions or to report violations of the policy.
- Make the GHS IB Academic Integrity Policy public for the parents/students/community and seek yearly input regarding the policy and consequences.

- Provide and review IB Documents, such as the Notice to Candidates, with IBDP and IBCP students prior to the May examination sessions.

**Parents will:**

- Have a knowledge and understanding of the Granby High School IB Academic Integrity Policy and its consequences through information available on the Granby website and through the IB Class cohort Canvas Pages.
- Realize that all academic work falls under the IB Academic Integrity Policy, and participation in our academic community implies understanding of the policy and intent to follow all expectations and consequences.
- Provide a positive example for adhering to academically honest work.
- Encourage students to seek out help from teachers if they are having trouble with assignments rather than resorting to academic misconduct (See assessment policy for temporary accommodations).
- Initiate conversations with their children that focus on learning over grade success.
- Ensure unencumbered study time for students to complete assignments.
- Re-read and re-sign the Academic Integrity Policy, annually.

**Infractions against the GHS IB Academic Integrity Policy**

**Plagiarism** includes copying the language, structure, idea and/or thought of another and presenting it as one's own original work.

**Examples of plagiarism include but are not limited to:**

- Presenting as one's own, the works or the opinions of someone else without proper acknowledgement.
- Borrowing of the sequence of ideas, the arrangement of materials, or the pattern of thought of someone else without proper acknowledgement.
- Having a parent, another person, or AI program, such as ChatGPT write an essay or an assignment, which is then submitted as one's own work.
- Failing to use proper documentation and bibliography or works cited to acknowledge sources.
- Copying from a source even if making minor changes without giving proper acknowledgement, including re-wording of an AI generated assignment.
- Borrowing or copying materials from another student or from any unauthorized source.

**Cheating** includes the actual giving or receiving of any unauthorized aid or assistance, or the actual giving or receiving of unfair advantage on any form of academic work.

**Examples of cheating include but are not limited to:**

- Permitting another student to copy work or assignments.
- Giving or receiving answers to any academic assignment.
- Improper use of the internet and web materials to complete papers or assignments, including translation programs and AI Programs (*See Language Policy and Assessment Policy*)
- Deception of any kind in an academic setting.
- Communicating verbally or nonverbally about quiz, test, or exam information during a class period or from one class period to members of another class period.
- Submission of pre-written assignments at times when such assignments are supposed to be written in class.
- Exceeding time limits on timed tests, quizzes, or assignments, unless accommodations have been approved (*See Access and Inclusion Policy*)
- Unauthorized use of study aids, notes, books, data, electronic devices, AI, or other information on assessments.

- Sabotaging the papers, projects, or experiments of other students.
- Failure to take responsibility during a collaborative assignment but accepting the grade or mark for the work that was completed by others.
- Copying another student's work on an assessment or on a homework sheet or a set of problems, and presenting it as one's own work.
- Turning in work where the majority of the work is from other materials, even if cited - this does not show original academic thought from the student.
- Submitting IA work from one IB subject for any other IB subject or core component.

**Granby High School is committed to upholding the IBO statement below regarding the use of Artificial Intelligence Programs.**

**IB Statement on ChatGPT and AI**

*The IB will not ban the use of AI software. The simplest reason is that it is an ineffective way to deal with innovation. However, the use of AI tools should be in line with the IB's academic integrity policy.*

*Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, an essay which is predominantly quotes will not get many, if any, marks with an IB mark scheme (IBO.org. June 6 2023)*

**Consequences for Infractions against the GHS IB Academic Integrity Policy**

It is important that students understand the academic integrity violation and why it is unethical and that repeat offenses lead to stronger consequences. Offenses are cumulative across all classes and throughout their time at GHS..

**First Offense**

- Conference/Communication between teacher, student, and parent.
- Teacher notification of infraction to IBDP/IBCP Coordinator within 24 hours of discovery and before parent/student communication
- Re-take the assessment and/or receive not more than 75% of the grade-- Alternative assignments to demonstrate mastery of concepts may be offered at teacher's discretion.
- Behavioral Reflection on the incident turned in to the teacher, who will submit a copy to the IB Coordinator's office.

**Subsequent Offenses (based on severity of the offense)**

- Conference between teacher, IBDP/IBCP Coordinator, student, parent, and administrator
- Infraction notification to the discipline office---a referral for insubordination/repeat offense will be placed in the student's permanent record.
- Credit on assignment of no more than 50% on second offense and reduced to a zero for subsequent offenses
- Notification of academic misconduct to Universities/Organizations (National Honor Society, etc.) as deemed necessary, including documentation of previous infractions
- Removal from IB subjects/IB program depending on the nature of the incident

Consequences for infractions begin with the classroom teacher. Multiple infractions across several teachers will be handled by the teachers in consultation with the student's administrator and/or the IBDP / IBCP coordinator. All infractions will be catalogued for use by administration and selection processes for academic awards and

placement in honor societies, which may impact a student's standing in the NPS Pre-IB Program, IB Career-related Programme and IB Diploma Programme.

Upon request, students have the right to conference with an administrator with a parent present prior to disciplinary action and to appeal any decision of consequences related to cheating/collusion/plagiarism.

Students should also be aware that any academic misconduct related to an IB assessment will result in additional consequences that may include:

- Report of malpractice to IBO.
- IBDP or IBCP Coordinator's and teacher's refusal to submit plagiarized work to IBO for assessment, which will result in an incomplete grade of "N."
- An "N" for a subject disqualifies any candidate from receiving the full IB Diploma or IB Career-related Certificate.

Sources: The following documents were reviewed in the development of this policy

"Fairfax County Public Schools Middle and High School Grading and Reporting Handbook."  
<https://www.fcps.edu/academics/grading-reporting/secondary-school>. April 7, 2025.

"Fairfax County Public Schools IB Schools Assessment Policy."  
[https://southlakeshs.fcps.edu/sites/default/files/media/inline-files/1094-Assessment-Policy-LHMS-and-SLHS\\_1.pdf](https://southlakeshs.fcps.edu/sites/default/files/media/inline-files/1094-Assessment-Policy-LHMS-and-SLHS_1.pdf). April 7, 2025

"The IB and Artificial Intelligence (AI) Tools."  
[https://resources.ibo.org/data/g\\_0\\_malpr\\_sup\\_2305\\_2\\_e.pdf](https://resources.ibo.org/data/g_0_malpr_sup_2305_2_e.pdf). April 25, 2025.

IBO Effective Citing and Referencing.  
[https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-33700?lang=en](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-33700?lang=en) . April 25, 2025

IBO: Academic Integrity Policy. Updated March 2023.  
[https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?lang=en](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en) . April 25, 2025.

IB Programme Standards & Practices. <https://resources.ibo.org/ib/psp/Standards-and-Practices>. April 25, 2025

#### **Policy review and distribution:**

- Copies of our current policies may be found on our GHS IB Program page.
- Stakeholders (students and parents) receive digital copies through e-mail and our IB cohort Canvas Pages and sign a statement of understanding each year
- The IBDP and IBCP Coordinator ask for feedback on policies from all stakeholders in June of each year through our annual survey and adjust the policies in consultation with administration, teachers, students, and parents when program needs arise.
- Any stakeholder may send comments for policy revision to the IBCP/ IBDP Coordinators.
- **Latest Revision June 6, 2025**