



International Baccalaureate Academic Honesty Policy

The North Central High School IB Diploma Program makes every effort to develop learners as described in the IB Learner Profile. Specifically, IB learners are principled, caring and reflective. Students must take responsibility for their own actions and the consequences that accompany them.

The NCHS community, including administration, teachers, parents, and students must work together to help students learn how to create work with integrity and honesty. This is especially important given the agency that IB Diploma students must exert to complete the program successfully.

Supporting documents can be found on both [NCHS and the MSDWT](#) websites; respectively the NCHS Student Handbook and District Code of Conduct.

Student Responsibilities Include

- Submitting their own work
- Asking for help when unsure about academic honesty
- Properly crediting the work of others
- Keeping assignments, tests, and details of assessments to themselves when required
- Report any suspected academic dishonesty to a staff member

Teacher Responsibilities Include

- Clearly indicate tools that will be used to check for academic dishonesty prior to assignment
- Modelling academic honesty in their own practices
- Explaining the importance of academic honesty on assessments in their course
- Providing instruction on how to properly credit the work of others (summarizing, quoting, paraphrasing, citation manuals)
- Indicating clearly when collaborative work is permitted and when it is not
- Providing secure testing environments
- Communicating with students, parents, department heads, counselors, and/or administrators when academic misconduct occurs

- Provide students with transparent, fair and appropriate consequences for incidents of academic dishonesty

School Responsibilities Include

- Cultivate a culture of academic honesty through fair and consistent implementation of this policy
- Communicate policies to students, staff, and parents regarding academic honesty
- Assist teachers in fostering a culture of academic honesty by providing training and tools for detection of misconduct
- Provide secure testing environments and hiring necessary invigilators
- Monitor and investigate all academic dishonesty issues in a timely and confidential manner

Parent Responsibilities Include

- Emphasize the importance of academic honesty
- Be aware of the consequences of academic misconduct
- Support their child in creating authentic work
- Communicate with teachers and administrators to help their child prevent or resolve any issues concerning academic honesty

IB Coordinator Responsibilities Include

- Staying current on IB guidance on technology such as artificial intelligence
- Reading and complying with the Assessment Procedures for the current year
- Properly storing all exam materials
- Acknowledging the authenticity of student work uploaded to IB for assessment

Education and Support

Media Center staff provide students access to the correct formatting and citation options to avoid academic dishonesty.

Teachers in grades 9-12 also provide resources to reinforce our academic honesty policy, primarily, though not entirely, through English coursework. Teachers provide students with instruction and practice citing and acknowledging original authorship.

Teachers assist students in how to use standard style manuals, primarily in English courses. Through teacher feedback and drafting of work, students gain an understanding of how to properly quote, paraphrase, and summarize source material.

Descriptions of Academic Misconduct

Academic misconduct occurs when a student engages in behavior that gives them an unfair advantage, represents another person's work as his/her/their own or which otherwise violates the pre-established expectations for authentic completion of the task.

Examples of these behaviors include, but are not limited to:

- Plagiarism
- Collusion
- Fabrication
- Duplication
- Use of illicit materials during examinations

This list of examples is not complete in describing behaviors that are classified as academic misconduct, it gives exemplars of possible instances of dishonest behaviors.

Plagiarism

The act of representing another's ideas, processes, results, or words as one's own without giving appropriate credit. Photographs, charts, tables, maps, data, illustrations, works of art, music, dance, film and so on, must also have their source or origin referenced to avoid plagiarism. Students must give credit to original sources whenever quoting, paraphrasing, or summarizing material.

Example: In Biology a student may fail to give proper credit to the sources of research in completion of the IA.

Example: When students use artificial intelligence to create a portion of their Extended Essay without the specific AI source being clearly cited as a source of information.

Collusion

Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Example: A student in AP/IB Stats gives a student from another period details about questions or answers on a unit exam.

Fabrication

The intentional falsification or invention of any information (including information gathered from an experiment or study) or citation in an academic exercise.

Example: In completing Math or ESS IAs students might fabricate their own data to support their analysis/report.

Example: A student invents a CAS experience.

Duplication

The presentation of the same work for different assessments, assessment components, and/or diploma requirements, aka “double dipping”. Students cannot recycle or reuse their previously submitted work from another course without citing its original use.

Example: A student uses the same data and research in completing their Chemistry IA and their EE in Chemistry.

Unacceptable Exam Behaviors

- Copying answers
- Stealing exam papers
- Impersonating another candidate
- Disruptive behavior during an exam
- Bringing unauthorized material to an exam
- Passing on exam questions or answers to other students or assisting another student
- Not remaining for the required time to avoid “time zone cheating”

Reporting and Recording Academic Misconduct

For verified academic misconduct related to homework, coursework, or exams (not submitted to IB):

1. Teachers will conference with the student
2. Teachers will contact the parents
3. A score of 50% is recorded for this assignment if it is a first infraction, further infractions can lead to a W/F for the course.

Academic misconduct on work submitted to IB for internal or external assessment will be investigated and may result in additional consequences for the student including the prohibition on successfully completing the program.

Should questions arise about the authenticity of a student’s work submitted to IB, an internal investigation will occur in which students will be allowed to make a statement about the incident. An IB committee will review the incident before making a decision about the incident.

Consequences may include non-awarding points for the IB subject or non-awarding of the IB Diploma for the candidate.

Communication of Policy

At the beginning of each school year, the IB Diploma Program Coordinator will meet with all IB Diploma students to discuss school policies, including the academic honesty policy.

All IBDP, school and district policies are available on the school website.

The academic honesty policy will be reviewed annually to ensure the document reflects current standards and practices both for IB and NCHS.

Policy Review

This policy was reviewed and approved for the 2025-2026 school year and beyond.