

Academic Integrity Policy

International Baccalaureate Diploma Programme

Marvin Ridge High School

The Marvin Ridge High School IB Diploma Programme promotes ethical student behaviors using a number of proactive approaches to encourage ethical behaviors and stop malpractice before it starts, but also imposes strict penalties for those who knowingly and deliberately commit infractions. Malpractice, in any form, undermines the integrity of the candidate as well as that of the school, the course, and the IB program.

IBO takes a strong stance on academic honesty: "It is our job to help students develop into ethical individuals who would not consider cheating. Of course, it is also our job to catch those students who, despite our efforts, choose to make unwise decisions." Similarly, MRHS believes it our responsibility as educators and a community to guide students toward ethical decisions and instill in our students a belief that any type of academic malpractice is wrong. While we accept that students may make unethical decisions, our goal is to help students understand why their actions are not acceptable and apply appropriate consequences when suspicion of malpractice occurs. We want students to learn from their mistakes and make principled decisions in the future. MRHS and IBO will not tolerate deliberate attempts to deceive a teacher, examiner, or the IBO.

A core value of an institution that seeks to maintain high moral and ethical standards is the intolerance of cheating in any form. IBO regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in an assessment component.

Malpractice or misconduct includes:

- **plagiarism**: this is defined as the representation of the ideas or work of another person or source, including artificial intelligence, as the candidate's own including the use of translation devices or translated materials
- **collusion**: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another or working together when collaboration is not permitted
- **duplication of work**: this is defined as the presentation of the same work for different components or requirements
- **misconduct**: dishonest or disruptive behavior during an exam such as using unauthorized materials or communicating with others about the exam during the testing session or in the 24 hours before or after
- any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate

Cheating

1. The willful giving or receiving of an unauthorized, dishonest, or unscrupulous advantage in academic work over other students.
2. The above may be accomplished by any means whatsoever, including, but not limited to, the following: fraud, duress, deception, theft, talking, signs, gestures, copying from another student, unauthorized collaboration, and the unauthorized use of study aids, memoranda, books, electronic programs, data, or other information.
3. Attempted cheating.
4. Being complicit in any of the above, meaning having knowledge of cheating and not reporting this knowledge.

Plagiarism

1. Presenting as one's own words and work, the work, words, ideas, or the opinions of someone else or artificial intelligence without proper acknowledgement.*
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else or artificial intelligence without proper acknowledgment.*

**Proper acknowledgement is defined as following the acceptable citation practices outlined in the appropriate style manuals (i.e. MLA, APA, Turabian, Chicago).*

Lying

The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement. This includes but is not limited to: lying to administration and/or teachers, falsifying any document(s) of letters by mutilation, addition or deletion.

Consequences

The Union Country School Policy/Marvin Ridge High Student Handbook outlines the steps that are to be taken when a student commits an infraction including a write up that is recorded and reported through the school's behavior management system to administration: "For any cheating/plagiarism offense, students will be given a grade of zero (0) on the work, a parent contact will be initiated by the teacher, and a discipline referral to administration will occur. Subsequent offenses are handled by the teacher in the same manner with additional administrative disciplinary consequences up to out of school suspension (OSS)."

In addition to the consequences listed above, the IB Coordinator, in consultation with the teacher and school administration, may assign additional penalties based on the severity of the offense including possible expulsion from the IB Program. The second offense results in an additional conference with the IB coordinator to create an action plan. The third offense will result in your removal from IB testing for failing to follow the action plan. Furthermore, academic dishonesty on any official IB assessment must be reported to IBO and will result in the loss of the opportunity to earn the IB Diploma.

School/Teacher Responsibilities

1. Clarify and explain the Academic Integrity Policy at Marvin Ridge High School.
2. Clarify and explain the extent to which collaboration or group participation is permissible in preparing essays, assignments, homework, reports, laboratory reports, tests, quizzes, or any other work.
3. Clarify and explain the extent to which the use of study aids, memoranda, books, data, or other information is permissible to fulfill assignment requirements.
4. Providing guidelines on what constitutes plagiarism, including requirements for citing sources and the use of artificial intelligence.
5. Monitoring students and providing feedback regularly, including the use of a plagiarism monitoring system.

Student/Parent Responsibilities

1. Students should request a clarification of the teacher's expectations for each assignment.
2. Students should request a clarification of the above 'code of ethical behavior' they do not understand.
3. Students should follow through with ethical academic behavior and expect others around them to also follow a policy of integrity and honor.
4. Parents should encourage students to start and complete assignments early using a well-developed plan and schedule to avoid last minute temptation and mistakes.
5. Parents should encourage students to seek help from a teacher if they are having trouble with an assignment.
6. Students and parents should review the school's general expectations found within the school handbook.
7. Students and parents should review these expectations together and sign where indicated.

Strategies

1. Regarding plagiarism, the burden of proof always rests with the student. Therefore, be prepared to present, when asked, your actual sources of information, ideas, data, graphs, and quotations used in a piece of writing or an oral presentation. (Formal or informal citations are always expected.)
2. IBO requires evidence of the development of ideas to ensure authenticity of work, so be prepared for any given assignment, essay, etc. to produce evidence of planning and drafts from when the work was in progress.
3. Ask advice whenever there is uncertainty about the appropriate use of source material.
4. Discuss the expectations and definition of your teacher(s) with your parents/guardians. Values related to intellectual honesty can vary significantly among different cultures; therefore you must ensure your parents/guardians understand the expectations and definition of your teacher(s) and the IBO program's sense of academic honesty.
5. Make sure you understand the expectations and are aware of the consequences of breaking the honor code.
6. Make sure you talk to your teacher(s) - open, honest, mature discussion of questions and difficulties goes a long way to developing a sense of comfort and trust.
7. When you make a bad choice, expect there to be consequences. Do not compound the incident by attempting to excuse the behavior you have been previously warned is unacceptable.
8. Ensure you attach a copy of the 'Honor Pledge' to each assignment submitted to the teacher(s) under your name. (If advised to by the teacher(s)).

Ethical Technology Use Policy

IBO values ethical decision-making and process over outcome; therefore, unless otherwise explicitly stated by your teacher, MRHS IB students are expected to complete all technology-assisted assignments in their Union County Google Drives in a single evolving draft so that your teachers can view the history of your document at any time. Failure to do so will result in a zero for the assignment. Do not complete work outside of the file and paste it into the file. Files that include copy and pasted material instead of progressive drafting will be treated as plagiarism.

Student Responsibilities:

1. Create all technology-assisted assignments in your Union County Google Drive.
2. Use a single draft so that the entire drafting process unfolds in a single file from beginning to end.
3. Follow the document share settings requested by your teacher.
4. Remove comments and personal information before submitting final drafts to IBO.
5. Confirm correct file submission after uploading but before deadline.

The following claims are not acceptable:

- I submitted the incorrect draft.
- I'm not sure why my submission is blank.
- My draft is on a different computer.
- I forgot to update my share settings.

Calculator Policy

- Calculators must meet the guidelines from the IBO Calculator Guidance for Examinations Booklet.
- Calculators must be cleared before and after every exam.

Phone and other Smart Devices

- Cell phones, smart watches, and other electronic devices are prohibited during all IB tests and examinations.
- It is the responsibility of the teacher to identify specific prohibited materials in addition to electronic devices (ie: calculators on non-calculator active exams or notes on non-open note assessments) and to remind students of the policy before the session begins: "Do you have any unauthorized material in your possession? This is your last opportunity to say so. The possession of unauthorized material is a breach of regulations. Check your pockets, wrists, and person before we begin."
- It is the responsibility of the students to confirm that they are not in the possession of unauthorized material before the testing session begins.
- During classroom tests and exams, students must place cell phones in the cell phone caddies. If you are found in the possession of a cell phone, smartwatch, or another prohibited electronic device during the testing session, in the classroom or outside of the classroom, you will receive a zero for the test and a disciplinary referral.
- During tests and exams administered in the media center or other testing centers, students must not bring cell phones, smartwatches, or other prohibited electronic devices into the testing space. They may be left in the bookbag. If you are found in the possession of a cell phone, smartwatch, or another prohibited electronic device during the testing session, in the testing center or outside of the testing center, you will receive a zero for the test and a disciplinary referral.

IBO, NCDPI, & UCPS Artificial Intelligence Use Guidance

To read the full Academic Honesty Policy from IBO, see this [document](#). Read the excerpts below regarding the guidelines below from IBO on the use of artificial intelligence tools.

“[S]tudents need to 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 any 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. If this is not done, the student would be misrepresenting content—as it was not originally written by them— which is a form of academic misconduct.”

“Students should be informed of the following rules.

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.
- The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.”

The infographic is titled "How to Use AI Responsibly EVERY Time" and is set against a dark blue background. It features a small "AI for Education" logo in the top left. The main content is organized into five sections, each with a large letter and a corresponding action:

- E** **VALUATE** the initial output to see if it meets the intended purpose and your needs.
- V** **ERIFY** facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias.
- E** **DIT** your prompt and ask follow up questions to have the AI improve its output.
- R** **EVISE** the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.
- Y** **OU** are responsible for everything you create with AI. Always be transparent about how you've used these tools.

At the bottom, it includes the copyright notice "© 2023 AI for Education & Vera Cubero" and the website "aiforeducation.io".

“There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

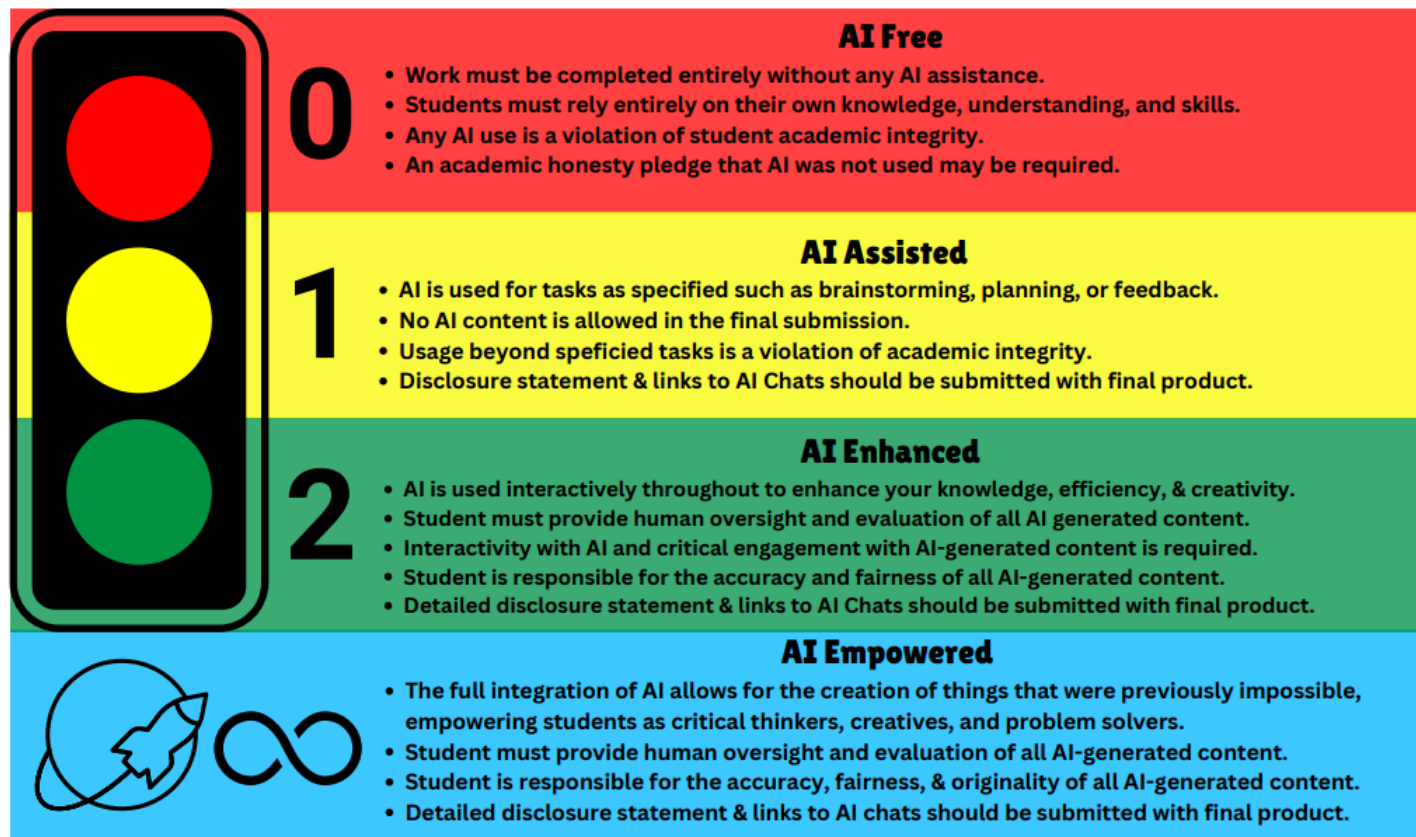
- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details.
- The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.”

Overall, it is always best to check with your teachers to confirm to what extent any outside sources or tools can or should be used to complete an assignment or assessment.

Student AI Integration: 0 to Infinity

Student AI Usage Continuum for Empowered Learning

To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI, and have opportunities to learn WITH AI in increasingly interactive and complex ways.



Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Movaugh
Link to Original Work



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*Adapted from International Baccalaureate Diploma Program Academic Honesty and Academic Integrity Publications
(First published August 2009, updated several times, most recently in 2025)*

**This policy was most recently revised in 2025 by reviewing policies released by IBO, NC, and Union County Public Schools with the input of the IB staff, IB DP coordinator, school administration, IB parents, and IB students. It is revised regularly to reflect changes in policy and practice. The policy is shared with families upon entry in the program and is available to the community on the MRHS IB website.*

MRHS Honor Code

I pledge my honor that I have neither given nor received aid on this test or exam.

我发誓：无需任何帮助人的帮助，我独自完成考试。

Je m'engage à l'honneur que je n'ai ni donné ni reçu d'aide sur cet examen.

Ich schwöre, dass ich weder Hilfe bekommen habe, noch Hilfe gegeben habe, bei diesem Test.

Juro por mi honor que no he recibido ni dado ayuda en este examen.