

# THE NOTRE DAME SCHOOL

*Diploma Program (DP) – Since 1995 | Primary Years Program (PYP) – Since 2017 |  
Middle Years Program (MYP) Candidate - Since 2018*



## **Academic Honesty Policy**

**Last Edited: August 2018 - Managua, Nicaragua**

## **I. Introduction**

The Notre Dame School's fundamental belief states that our students are to be provided with the opportunity to receive an education that is multicultural, multilingual and integral. The learning and education process aims to develop both academic and cultural activities that may guide students down a clear set of principles such as peace, liberty, respect, solidarity, honesty, tolerance and justice. The Notre Dame Academic Honesty Policy has the purpose to present the learning community with guidelines that delineate students, faculty and administrative responsibilities regarding academic honesty based on the IB philosophy, the learner profile and essential elements of honesty in social contexts.

The essential aspects of teaching and learning in the IB programs is centered on academic honesty. All actions and skills derived and acquired from inquiry and reflection in each of the programmes is evidenced across the curriculum. Understanding academic honesty is part of the learning and teaching process. The ways in which knowledge and information are acquired and sought after have drastically changed in the last decades. Knowledge is constructed in various ways, education and learning styles are driven by questioning, learning experiences are built on collaboration, and critical and creative thinking are the ingredients for a lifelong learner.

Students are expected to be active and constructive learners. Therefore, it is imperative that our community strive to act principled, balanced, knowledgeable and reflexive through teaching that promotes academic honesty as healthy lifestyle.

## **II. INTERNATIONAL BACCALAUREATE 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.

## **III. MISSION AND VISION**

### **Mission**

*Our mission is to provide an integral, holistic, multilingual, multicultural, international, Catholic-oriented, high quality education. Train young leaders with ethical and Christian values, internationally minded, sensitive and aware of the needs of mankind. Ensure academic excellence, strength and develop of the vocations of our students through the implementation of international standards of the International Baccalaureate Program in order to assure: the acceptance and success in the best universities worldwide, the achievement of a full life, and an powerful and meaningful contribution to society.*

## **Vision**

The Notre Dame School, as a World School (IBO), has the goal to become a national leader in international education, with moral values for life, with the purpose of forming leaders that contribute with their knowledge and efforts to the development of a more human world, and to the protection of the environment in a context of mutual understanding and intercultural respect.

## **IV. VALUES**

### **Integral Education**

The vision of education for life comprises human, intellectual, physical and spiritual realm. Notre Dame School takes advantage of the diversity of students including Nicaraguans, Americans and citizens of other countries.

### **Human Values**

We believe that the basis of all intellectual knowledge is mostly human; therefore, we strengthen the values of self-discipline on a daily basis through: study habits, mutual respect, understanding, trust and tolerance.

### **Inquisitive Thinking**

*We believe that the best stimulus or tool for intellectual understanding and acceptance of human beings is to foster inquisitive thinking and tolerance for different opinions*

### **Spiritual Development**

At Notre Dame we encourage each student to reflect Christian values and apply them to their daily responsibilities with family, school, community and country.

## **V. STUDENT RESPONSIBILITIES**

Students are responsible for and foremost to uphold the IB philosophy, The Notre Dame philosophy, mission and vision as well as the IB learner community profile attributes. All of our students from Preschool up to 12th grade must read, understand and uphold this Policy. These responsibilities and the following, must be maintained by all students:

- Know and understand the school's Academic Honesty Policy and all of the parts outlined in this document.
- Value The Notre Dame School's core values ensure that all students act in a responsible manner, hold a high respect for knowledge and practice honesty in all aspects of their lives.
- Understand the difference between academic honesty, intellectual property, plagiarism and authentic authorship.
- Fully understand the responsibility of citing, referencing, quoting, acknowledging and giving credit to any and all sources used in academic or non academic written, verbal or media work.

- Utilize all resources on academic policy (plagiarism tutorials, consulting the librarian or teachers, or referring to a guide style).
- Know and adopt the IB learner profile attributes as moral compass that reflect academic honesty.
- Value learning, the author's work and intellectual property.
- Comprehend the implication of what behaviors constitute academic misconduct (copying another's work, using unpermitted notes or collaboration).
- Ask advice whenever there is uncertainty about the appropriate use of source material.
- 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.

### **Primary Years Programme (PYP):**

Students primarily develop an understanding of inquiry through questioning and the nature of inquiry based learning in the environment of each classroom. In the PYP they are taught from early on to ask about and value other people's work. The teacher as the main source and model of referencing, guides students in the exploration of different literary devices, media and diverse sources used in everyday learning processes. In order to promote honesty, students are responsible for knowing and understanding the IB Learner Profile Attributes and Attitudes that are at the center of all class activities and reflexion. Students are responsible for understanding what is expected from them and show commitment by ways of the classroom agreements.

- Exhibition: during the process of the culminating work done in 5th grade students are guided by the Unit of Inquiry teacher and a in-school supervisor during each step of the investigative and research process. Students work with a supervisor and record all of the step of their investigation using the process journal, this being the principal tool with which students carry on with the inquiry. This booklet provides students with the strategies and tools needed to conduct and construct knowledge that is authentic and honest. Students receive visual aids on how to cite, reference, quote and paraphrase others' work.

### **Middle Years Programme (MYP):**

Students in the Middle Years Programme are provided guidance and support to take a more active and responsible role in his or her own learning process. Throughout the five years of the programme students are introduced to, practice and master Approaches to Learning Skills that aim to develop critical thinking, organization, self-management, communication, research and social skills in order to direct them towards academic integrity. It is the responsibility of students to learn these skills that provide the tools necessary to cite, reference and to acknowledge other's ideas, opinions and work. Students are responsible for knowing and understanding their expectations, subject objectives, the learner profile attributes and Approaches to Learning. Likewise, students must become familiar with the proper strategies and requirements for academic honesty, so as to begin to practice the importance of the assessment of these skills as part of a well developed academic research.

- **MYP Projects:** Students are responsible to conduct the MYP Projects under strict guidance of a supervisor. They are responsible for the process journal as the main tool for academic honesty.
- **External Assessment:** “All coursework submitted for assessment to the IB must be authentic, based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Assessment tasks that require teachers to provide guidance to students or that require students to work collaboratively must be completed in full compliance with the detailed guidelines provided by the IB for the relevant subjects.” (Handbook of procedures for the Middle Years Programme: Assessment 2016)

### **Diploma Programme:**

Students in the Diploma Program must comply with the regulations of the Academic Honesty Policy released by the IB organization in regards to all the work internal and external.

**Internal Work:** The internal work must be free from any type of plagiarism or cheating in order to be valid, correctly cited in MLA for English and French, particularly APA in Spanish. An important part of the internal work are those documents that will be sent for external validation, teacher and supervisors are directly responsible for verifying the authenticity of the document or work and the correct communication of the rights of the authors of the information sources used.

**External Assessments:** IB examinations must comply with the standards and practices for examinations oriented by the IB, communicated by the IB coordination to students and invigilators.

## **VI. STUDENT RIGHTS**

In all of three IB Programmes offered at The Notre Dame School students have the following universal rights:

- To be informed of all requirements needed for academic honesty.
- To read and be informed about The Notre Dame Academic Honesty Policy.
- To receive as part of their education and learning process all matters pertaining to academic honesty.
- To be offered a wide range of strategies necessary to quote, reference, and acknowledge other people’s work.
- Students have the right to be heard and express their version of the events in question.
- Students have the right to request a formal meeting with teachers and Dean of Discipline where they can revise the case in question if it’s a first time offense.
- Students have the right to demonstrate their work and prove their honesty.
- They can clarify and explain their intentions and ideas for referencing, quoting or citing in an assignment.

## **VII. TEACHER RESPONSIBILITIES AND GUIDANCE**

Academic Honesty has the element of a shared formative responsibility, that urges the collaboration of all of the members of the IB Notre Dame community. Teachers being at the forefront of academic formative guidance in the classrooms, it is required that all teachers know and enforce the Academic Honesty Policy in order to report any and all incidents attributed to student academic dishonesty to the school disciplinarian and/or area directors.

- Teacher's use familiarity and knowledge of student's previous work and style to evaluate work and determine the possibility of academic dishonesty.
- Teachers should maintain documented evidence of all cases, including forms of communication and procedures of infractions of academic dishonesty or malpractice.
- Homeroom and subject teachers provide lessons and review on this issue, showing examples of academic dishonesty and examples of good practice.
- Provide opportunities for students to practice and learn how to use other people's work in support of their own. Teach and model responsibility and awareness of misconduct and procedures.

### **Primary Years Programme (PYP):**

At this stage, the teacher's role is fundamental for the teaching-learning process of academic honesty strategies. Classroom teachers should explain what each of the specific terms presented in this document means to his or her students. Teachers are responsible not only to model academic honesty, but to also present "clear criteria, examples and guidance throughout the teaching process and for all work, including homework that students are asked to produce." (Academic honesty in the IB educational context 2014).

- Fifth grade teachers should devote time to explain the appropriate use and citation of accredited resources, as well as communicate clear expectations for academic honesty for the culmination of the Programme Exhibition.

### **Middle Years Programme (MYP):**

Middle Years teachers have the responsibility to instruct students throughout the five years of the programme on the strategies and tools needed for citing, quoting, referencing, recognition of other people's work in all classwork, homework, project, evaluation of any type. Teachers are to use collaborative planning to ensure understanding and common approaches to promote academic honesty. Teaching strategies and Approaches to Learning skills must be in line within and across subject groups.

- For written works teachers use online plagiarism checkers such as Turnitin or Viper (<http://www.scanmyessay.com/>) to spot check for plagiarism.

### **Diploma Programme (DP):**

As students acquire more responsibility of studying a course and are more independent, the teacher's role becomes one of ethical guidance, where teachers make interventions to make sure students are following and maintaining the academic honesty procedures. Teachers must be

responsible for ensuring “positive behaviors that students need to demonstrate clearly that they complete their work carefully, honestly and authentically.” (Academic honesty in the IB educational context p.16)

- For written works teachers use online plagiarism checkers such as Turnitin or Viper (<http://www.scanmyessay.com/>) to spot check for plagiarism.

### **VIII. SCHOOL RESPONSIBILITIES**

The school’s main responsibilities are to provide students with a safe environment, maintain consistent fairness, assist student learning and promote continuous healthy communications with parents and teachers. The school is here to support and uphold the Academic Honesty Policy for all of the community, parents, counselors, disciplinarian, teachers along with other staff members. When necessary a disciplinary committee is conformed by academic direction, disciplinarian, a teacher, a member of student government to assess each individual case and follow the procedures outlined in this document for academic misconduct.

### **IX. PARENTS RESPONSIBILITIES**

Parents are the main source of moral and ethical education in a child's life. The values learned at home are reinforced at school. Parents have the responsibility to know and understand the Academic Honesty policy. The support provided by parents to promote honesty, fairness and truth are of significant value to The Notre Dame community. Parents are to encourage his and her child to practice academic honesty throughout their school life and beyond. Parents must become aware and knowledgeable of the IB Learner Profile Attributes, in order for the community to work together to provide an integral, ethical and high quality education.

#### **Primary Years Programme (PYP):**

Parents must know and understand the IB Learner Profile attributes in order to support their child’s learning process. They must make sure to supervise that all work done by the child is his or her own, respecting the child’s strengths and areas of improvement. Parents are to remind children of the importance of practicing the thinking skills that help in the recognition of other people’s work. Support in the child’s inquiry process is a key element to the construction of new learning and researching

#### **Middle Years Programme (MYP):**

Parents whose child is in the Middle Years Programme have the responsibility to know and understand the different definitions, examples of academic malpractice and procedures outlined in this document in order to provide the needed support. All parents must be informed and have full knowledge of work assigned, due dates, school communications and programme standards pertinent to their child’s educational experience.

**Diploma Programme (DP):** All parents must be informed and aware of all academic assignments, their deadlines, communications and Programme standards and procedures concerning their child’s education.

## VIII. DEFINITIONS AND FORMS OF ACADEMIC DISHONESTY

**Academic honesty** means acting with integrity in all school work, expressing your own ideas, and giving credit when needed for the use of outside sources.

- **Intellectual property:** the concept of intellectual property may be a broad concept for students to grasp because there are many different forms: patents, registered designs, trademarks, moral rights and copyright. However, students must understand that intellectual property in this case refers to all forms of intellectual and creative expressions, such as works of literature, art or music. These forms must be respected and properly recognized in any or all work constructed by a student.
- **Original/authentic work:** is based on a student's original ideas, it can include the work or ideas of others fully recognized and referenced.

**Academic dishonesty** is therefore defined as submitting as your own work that which is not your own.

- **Malpractice (cheating):** Gaining an unfair advantage in a class, homework assignment, quiz, test, individual or collective classwork assignment, etc. Malpractice includes offenses such as receiving unauthorized help from friends, parents, tutors, siblings or from an electronic device on what should be on individual assignment including, but not limited to: 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.
- **Collusion:** When the unattributed source is one or more fellow learners. Collusion includes offenses such as allowing one's work to be copied or handed in by another student. There are times when students will be encouraged to collaborate with other students to complete their work. However, the final work must be independently produced, despite the fact it may be based on the same or similar data and/or research as another student.
- **Plagiarism:** The act of presenting another's words and ideas as one's own without crediting the source. This includes the Internet, paraphrasing material or an original idea without properly acknowledging the source, falsifying documents and/or signatures will be treated as academic dishonesty.

## IX. Expected Behavior and Guidance

### Prevention and Education on Academic Honesty

- Students should always strive to do all of his or her work on his or her own effort and hard work.
- Students are recommended not to give his or her work to another student.
- Students should acknowledge all usage of someone else's words and thoughts.
- For IB Students they should attend all Academic Honesty workshops provided by IB Coordinators and/or Extended Essay Coordinator.
- IB Diploma Program students should study, learn, and follow the IB Academic Policy as well as consult with your teachers and the IB coordinator.
- Discuss the expectations and definition with teacher(s) and parents/guardians. Values



related to intellectual honesty can vary significantly among different cultures; therefore students must ensure that his or her parents/guardians understand the expectations and definition of the teacher(s) and the IB program's sense of academic honesty.

## **X. FORMATIVE PROCEDURES**

### **Student Policies on Academic Honesty**

Academic dishonesty is listed as a severe offence in the Notre Dame School Student Handbook and is given consequences based on this classification. However, given that our mission is to form sensitive and aware students, that strive for academic excellence and strength in character it is essential that students

#### **Primary Years Programme (PYP):**

Students from 3rd to 5th grade are at the initial stages of learning about the importance of academic honesty, citing, referencing, quoting, Both 4th and 5th grade students who are caught copying from other's classwork are given verbal warnings from their teacher. Homework assignments must be monitored by parents to guarantee that the work reflect the students authentic grade skills. In the case of academic dishonesty, teachers communicate to parents of the action and give an opportunity to students to redo the assignment so as to have clear evidence of the students level of academic understanding.

If any of these actions is repeated, students are sent to the Dean of Discipline to dialogue and reflect on their behavior, where they are asked to sign an agreement on ways to improve. Parents are notified of said the formative measures.

Most frequent actions of academic dishonesty found in 3rd to 5th grade are the following:

- Academic dishonesty: parent s complete the homework for their child
- Collusion: Copying from a classmates work or notebook
- Collusion: Copying from a classmate's homework
- Cheating on a test

#### **Middle Years Programme (MYP):**

- If a student plagiarizes and/or commits malpractice for the first time on an assignment, the student receives a grade of zero for the entire assignment and is obligated to make-up or re-do the assignment without receiving a grade on the assignment.
- For repetitive cases of academic dishonesty (2 or more) it is considered a severe offense. The Area Director and Dean of Discipline, may assign additional penalties based on the policies described in the NDS Handbook Chapter XXIX Art. 5 which includes up to 3 to 5 days
- Regarding plagiarism, the burden of proof always rests with the student. Therefore, students should be prepared to present, when asked, 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.)

- Rough drafts are frequently required. So, students should be prepared for any given assignment, essay, etc. to produce evidence of your work when it was under progress or during the process.

**Diploma Programme (DP):**

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- For repetitive cases of academic dishonesty (2 or more) it is considered a severe offense. The Area Director and Dean of Discipline, may assign additional penalties based on the policies described in the NDS Handbook Chapter XXIX Art. 5 which includes up to 3 to 5 days of in-school or out of school suspension or in the case of IB students, the IB program.
- Severe cases may be reviewed by the Disciplinary Committee to value the student’s enrollment in the school.
- Regarding plagiarism, the burden of proof always rests with the student. Therefore, students should be prepared to present, when asked, 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.)
- Rough drafts are frequently required. So, students should be prepared for any given assignment, essay, etc. to produce evidence of your work when it was under progress or during the process.

Academic Honesty in IB Programmes					
Approaches to teaching and Learning	Self-Management, Social, Communication, thinking and research skills				
	Culminating project	Group work	Oral presentation	Creative work	Individual Work
<b>PYP</b>	Exhibition Booklet filled with citing, referencing, quoting strategies. Supervisor guidance	Show the IB learner profile attributes and attitudes.  Classroom essential agreements to enforce social collaboration and participation.	Show responsibility for your own work.  Practice referencing, citations, quotations and paraphrasing.  Teacher, parents and classmate	Rubric includes criteria requirements for citing and referencing.  Students’ parents are encouraged to provide their child with the tools necessary	Work is accompanied by teachers to develop necessary skills and attitudes for honesty.  Librarian provides support by

			model and provide practical reminders to all students of citing and referencing procedures.	to do their own work.	giving information about authors and intellectual property.  Initiate first steps to creating a bibliography page of cited texts.
<b>MYP</b>	MYP Projects required academic honesty forms. Supervisor guidance. Process Journal for research process annotations.	Show the IB learner profile attributes and attitudes.  Classroom essential agreements to enforce social collaboration and participation.  Teachers provide ATL skills strategies that help introduce, and practice paraphrasing, quoting and referencing.  Community Project guidelines and requirements are presented before hand.	El estudiante es presentado con información sobre el uso responsable de recursos impresos y multimedia alternativos de acceso gratuito que pueda utilizar dentro de su presentación oral.	Investigation and research documentation strategies are provided to students.	Class objectives and evaluation criteria clearly state that the central element of learning is the process and not the result or product.  Students rubrics show an evaluation criterion for referencing sources.

		Peer collaboration (role assignments) is essential for documenting sources.			
<b>DP</b>	<p>Extended Essay Guides provided by the EE Coordinator.</p> <p>EE IB Academic Honesty policy workshops.</p> <p>EE supervisors provide guidance along the research process.</p> <p>3 mandatory meetings with supervisor-students must be fulfilled.</p> <p>Documentation of the research and analysis process.</p> <p>Supervisors receive workshops on guidelines of the role of supervisor and the IB Academic Honesty Policy.</p> <p>Internal assessments have class time allotted in order for them</p>	<p>Students are encouraged throughout the 2 year program to conduct not just academic collaborative work but social work is strongly promoted as a day to day practice in CAS.</p>	<p>Oral presentations are evenly distributed</p> <p>TOK presentations</p> <p>Internal assessments include oral assessments.</p> <p>Group 4 project oral presentations are done by students to diverse audiences about selected topics in science within the group 4.</p>	<p>Students are asked to create creative and original work in all the disciplines.</p> <p>Creativity is the driving force for CAS, where students apply their knowledge to develop solutions and alternatives to every day community issues</p>	<p>Students are required to submit all individual work through Turnitin.</p> <p>Every work is observed and guided by the IB academic honesty policy and school policy.</p>

	<p>to be supervised. Informal encounters between students and teachers are conducted for added consultations.</p>				
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