



# ACADEMIC HONESTY POLICY

International Baccalaureate: Diploma  
Programme/Middle Years Programme

Jurupa Hills High School

Revised 2024

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## I. PURPOSE

### A. PURPOSE OF THE ASSESSMENT POLICY

Jurupa Hills High School (JHHS) places a high level of importance on academic honesty. With that understanding, a committee of teachers and administrators from JHHS developed the Academic Honesty Policy. Consistent with the standards and practices of the International Baccalaureate Middle Years Programme (IB MYP), this document provides an overview of JHHS's expectations and practices regarding academic honesty.

## II. DEFINING CONCEPTS

### A. ACADEMIC HONESTY

Academic honesty is defined as a set of intrinsic values and skills that promote the learner profile trait of principled, as well as integrity in teaching, learning, and assessment. Furthermore, JHHS expects that students respect others' intellectual property, and submit work that is of their own creation. If JHHS students want to use the ideas of others in their work, they are expected to cite them appropriately, using the Modern Language Association (MLA) format or other designated format as needed.

### B. ACCOMPLICE TO CHEATING

At JHHS, accomplice to cheating (collusion) is defined as behavior that provides another student help with cheating. This help includes:

- giving intellectual property (their own or others) to a student with intent to cheat
- providing information on how to obtain another student's intellectual property
- providing information on how to obtain assessment tasks (prior to examination)
- forging documents for another student
- helping copy documents for another student
- providing unauthorized notes to another student during an assessment

### C. AUTHENTIC AUTHORSHIP

Authentic authorship is defined as a student's piece of work based on his/her "individual and original ideas with the ideas and work of others fully acknowledged." It is important to note that students may use resources that support their ideas, but they must also cite the source.

### D. CHEATING

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes:

- copying another student's work (with or without their knowledge)
- copying assessment tasks
- forgery
- using unauthorized notes or outside resources during an assessment

## E. COLLABORATION

Collaboration is a necessary 21st century skill. Therefore, JHHS desires that all of our students learn to collaborate ethically on intellectual projects. However, students must understand the difference between honest collaboration and dishonest collaboration. Collaboration is defined as cooperative work with other students on intellectual tasks. In collaborative work, students are assigned individual responsibilities to create interdependence and group accountability. Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration. Any behavior during collaboration that falls under the definition of cheating or accomplice to cheating will be handled as such.

## F. DUPLICATION

Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas. For example, a student cannot use his/her own summative work from a unit in Language Arts about environmentalism for a summative task in Science (unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task). Also, a student cannot use a summative task that he/she completed for Foreign Language Year 4 for a task in Social Studies Year 5, even if the task is similar. Therefore, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic careers.

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## H. MALPRACTICE

Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, and accomplice to cheating.

## I. PARAPHRASING

Paraphrasing is defined as using other words to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be acknowledged through citations.

## J. PLAGIARISM

Plagiarism is defined as "using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken." Plagiarism can occur when a person tries to represent another person's work as their own in order to obtain some benefit, credit, or gain. However, plagiarism can also occur unintentionally if a person does not acknowledge the work of others that helped him/her to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

## G. INTELLECTUAL PROPERTY

Intellectual property is defined as ideas or work of another person, including professionals and students.

## III. ROLES OF STAKEHOLDERS

The education of students is a collaborative effort, in which all stakeholders play an important role.

Therefore, each member of this collaborative team has duties to uphold.

### A. THE ROLE OF THE LEADERSHIP TEAM

#### 1. EDUCATION

Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the teacher. In this meeting, expectations regarding academic honesty are clarified for the student. The teacher ensures that the student:

- understands what constitutes academic honesty, an authentic piece of work, and intellectual property
- receives guidance on how to acknowledge sources
- understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- knows and understands JHHS's Academic Honesty Policy

#### 2. PROCESSING REPORTS

All reports of academic dishonesty for MYP years 4-5 (grades 9-10) are sent to the MYP Coordinator. All reports of academic dishonesty in the DP programme (grades 11-12) are sent to the IB Coordinator. The respective coordinator then can solicit the intervention of the Head of Schools if needed.

#### 3. DELIVERY OF CONSEQUENCES

##### *a. FIRST OFFENSE*

Upon the first offense of academic dishonesty, the teacher holds a meeting with the student. After the academic honesty meeting has concluded, the teacher notifies the student that he/she needs to complete an alternative assignment to demonstrate his/her understanding of the material so an achievement level can be awarded except in case of internal exams and assessments (IAs). The teacher is also responsible for notifying the student's family of the nature of the offense, as well the details of the meeting and the consequence and documenting the infraction on "Visit Maintenance."

##### *b. SECOND OFFENSE*

Upon the second offense of academic dishonesty, the student receives a zero for his/her work. The MYP/DP coordinator delivers this consequence and a meeting between a member of administration, the student, and the family is required. Depending on the severity of the circumstances, students may be removed from the MYP/DP programmes.

## B. THE ROLE OF THE TEACHER

### 1. AWARENESS

All subject areas must contribute to the development of academic honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assigned summative task.

Needed skills may include, but are not limited to:

- conducting research
- writing academically so as to fulfill the expectation of authentic authorship
- acknowledging sources through the use of citations
- working collaboratively
- establishing timelines so work can be proof-read and edited by knowledgeable sources prior to the assessment submission deadline

These skills can be promoted in a variety of ways, including, but not limited to:

- direct instruction of research steps and citation procedures
- thorough assessment explanations including preferred citation formats
- informal reminders
- list of conventions for acknowledging sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used

### 2. DETECTION AND REPORTING

Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with the level of that particular student. Given JHHS's practices with frequent formative assessments, and summative assessment that are closely monitored by the teacher, these incidences are often easily detected.

When academic dishonesty is detected by a teacher, he/she should report the issue to the respective coordinator and provide adequate evidence of the malpractice. After the teacher has counseled the student and discussed the evidence with the coordinator, the teacher has completed his/her reporting responsibilities and further action is pursued by the respective coordinator, as needed.

### 3. FOLLOWING POLICY

Teachers are expected to uphold this policy, and report incidents of academic dishonesty whether detected or suspected. Suspicion of malpractice without sufficient evidence does require careful consideration. However, not all reports lead to consequences for students, as some are unsubstantiated. Therefore, teachers should not feel nervous when reporting their suspicions to their coordinator.

In addition to supporting student practices related to academic honesty, teacher should also model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

## C. THE ROLE OF THE FAMILY

Families are expected to support JHHS's Academic Honesty Policy. Therefore, it is essential that families come to requested meetings to discuss the academic honesty of their students. Families can also encourage academic honesty by helping students understand the expectations related to authentic authorship, thereby preventing malpractice.

## D. THE ROLE OF THE STUDENT

### 1. GIVING CREDIT

Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged. Even if the intellectual property is summarized or paraphrased, it requires proper MLA citations or other authorized format. Parenthetical citations should be used in all essays, and a works cited page is required for multi-source research and/or analytical writing.

### 2. CLARIFICATION

If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding JHHS's academic honesty expectations from any programme teacher or coordinator. Attempts to gain clarification prior to submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic honesty are welcomed.

### 3. PRINCIPLED ACTION

#### *a. REPORTING*

Students who may know of a potential act of academic dishonesty, or of an act that has already occurred, are required to report it to a teacher immediately. Students who report these incidences are maintaining JHHS's policy, acting with integrity, and helping their peers see the importance of academic honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

#### *b. ACCEPTING CONSEQUENCES*

Students must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. It is our hope to avoid situations of malpractice, but should a situation arise, we expect students to cooperate with staff, take responsibility for their actions, and use the experience as a learning opportunity for the future.

## IV. POLICY CREATION PROCESS

The Academic Honesty Policy was created by the Instructional Leadership Team and ratified by the site council. The ILT met several times, following an agenda aligned with the DP/MYP Standards and Practices tied to academic honesty. Staff members were made aware of the policymaking process through regular updates of the meeting agenda items.

## V. COMMUNICATION OF ASSESMENT POLICY TO JHHS COMMUNITY

The Academic Honesty Policy is shared with staff, families, and students in a variety of modes of communication. Staff members learn about the Academic Honesty Policy during specific collaboration times set aside for policy study. We also review the Academic Honesty Policy at the beginning of the school year with staff and students to reinforce the expectations regarding ethical academic conduct. In addition, the Academic Honesty Policy is highlighted during the DP/MYP Informational Night and throughout other meetings throughout the academic year. The policy is available on our website in written English form. Within the next few years, we will translate the policy into Spanish and place it on our website. This will allow our Academic Honesty Policy to be accessed by all families, including those who are not proficient in English and those who are not literate in their native language.

## VI. REVIEW PROCESS

Every three years a committee will be assembled to perform a complete examination of the Academic Honesty Policy. The committee will include, but is not limited to, the ILT and a member of the Academic Administrative Team. The purpose of the committee will be to study the current document to ensure its accuracy toward meeting JHHS and DP/MYP standards. If changes arise in the years between formal reviews, a committee can be formed to make amendments to the policy. Any changes will be ratified by the School Site Council.