Adopted: *January 23, 2012*

Revised: *March 31, 2025*

627 ACADEMIC HONESTY

I. PURPOSE

Academic Honesty promotes personal integrity and good practice in teaching, learning, and assessment. Academic honesty shall be expected of all students, and teachers should be role models of this trait. Academic honesty is supported by several of the attributes of the IB learner profile, which encourages students to be:

A. Communicators: Expressing ideas and information confidently.

B. Principled: Acting with integrity and honesty, taking responsibility for their own actions.

C. Caring: Having respect for the needs and feelings of others.

D. Knowledgeable: Acquiring knowledge and developing understanding.

Guidance for this policy and definitions of terms come from International Baccalaureate Organization.

II. GENERAL STATEMENT OF POLICY

Academic honesty is a set of values that promotes personal integrity and good practice in learning and assessment. Academic honesty is influenced by factors that include peer pressure, culture, parental expectations, role modeling and taught skills. Academic honesty can be demonstrated through the dynamic relationship between personal, social and technical skills

A. Personal skills: discussions on integrity, confidence in one's own work, willingness to work independently, being principled, self-evaluation skills.

B. Social skills: discussions on how to work collaboratively, how to contribute to a team, how to acknowledge work by other team members, and peer-evaluation skills.

C. Technical skills: recognition of when others' ideas should be acknowledged, which sources of information should be acknowledged, understanding plagiarism, how to construct a bibliography, how to reference correctly, familiarity with academic conventions.

III. RESPONSIBILITIES

South St Paul High School Administration will:

A. Support teachers and staff in the development and application of consistent academic misconduct policies and procedures.
B. Inform stakeholders of the academic honesty policy, the penalties for infractions, and appeal procedures available to students.
C. Apply penalties consistently and fairly when infractions occur, in accordance with the established scope and sequence of the South St Paul high School Academic Honesty Practice.
D. Maintain records of infractions and communicate with appropriate staff as necessary.

South St Paul High School Teachers will:

A. Teach Students the tools for academic honesty, including MLA (Modern Language Association) citations, in-text citations, preparing bibliographies, maintaining research record, etc.
B. Support students as they develop these practices with lessons that reflect students' increasing knowledge and skills over time.
C. Inform students of penalties for infractions of the practice through course syllabi and oral communication.
D. Maintain records of infractions and communicate with staff and parents as necessary.
E. Regularly use district provided vehicle for assessment submission, self, and peer assessment of work, and as a tool for ensuring academic integrity of student work.

South St Paul High School Parents/Guardians will:

A. Support their students' coursework.

B. Expect their students' work to be the result of their own effort.

C. Encourage students to discuss their assignments and the ways they have applied their knowledge of proper attribution in their work.

D. Communicate their concerns and questions with staff as necessary.

South St Paul High School Students will:

A. Acknowledge that academic honesty is an integral part of their education and preparation to be lifelong learners.

B. Act with honesty and integrity by refusing to participate in any form of academic misconduct.

C. Practice appropriate skills, including citations, bibliographies, and other research record keeping as necessary.

D. Accept the consequences of their actions when infractions occur.

E. If required, personally upload all required assessment components.

F. Be responsible for ensuring that all work submitted is authentic, with the work and ideas of others fully and correctly acknowledged.

G. Diploma Program candidates are required to provide their signature on all work submitted to the International Baccalaureate for assessment to confirm that the work is authentic.

IV. ACADEMIC MISCONDUCT

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Academic misconduct includes:

A. *Plagiarism*: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

B. *Collusion*: supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

C. *Duplication of work*: the presentation of the same work for different assessment components.

D. Any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

Cheating and Plagiarism:

Students are expected to do their own work and to provide proper citations and attributions when their work references materials created by others. Cheating occurs when a student represents another individual's work as their own, obtains data or answers through acts of deception or dishonesty, or uses tools or resources that are not authorized by a teacher when completing an assignment. Plagiarism involves copying the work of others or copying portions of books, magazines, research materials, or Internet sources without using proper citations or attributions. Cheating and plagiarism also could involve distributing academic materials or other information to other students, either hand-to-hand or through the use of technology, to facilitate cheating or plagiarism. (From Student Rights and Responsibilities Handbook 2021-22)

A. Receiving or providing information during a test or from a test given in an earlier period.

B. Using material, electronic devices, etc. on tests when the teacher has not given permission to do so.

C. Violating the teacher's testing rules and procedures.

D. Using somebody else's writing (friend, book, internet, magazine) and saying it is your own. This is Plagiarism.

E. Using somebody else's ideas, saying they are your own and not giving credit.

F. Having a friend or parent rewrite portions of your work rather than point out areas that need corrections.

G. Using or copying another student's assignment to turn in as your own work.

H. A.I. is not a substitute for schoolwork that requires original thought. Students may not claim A.I. generated content as their own work. The use of A.I. to take tests, complete assignments, create Multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of A.I. for these purposes constitutes cheating or plagiarism.

I. Allowing other students to use your work on assignments with the exception of specific group, lab, or collaborative projects.

V. POTENTIAL CONSEQUENCES OF ACADEMIC DISHONESTY

All academic honesty infractions will be recorded. One small "slip" in academic honesty will not necessarily devastate a student's academic record; however, the record can be used to demonstrate overall patterns. Students should avoid having "a demonstrable track record" of dishonesty that could impact their college prospects, scholarships, etc.

The following are consequences that could apply to academic dishonesty in any class. They are determined and applied at the discretion of the teacher and administration and are per course, per trimester. Please note that the academic dishonesty infractions will be noted and will remain as part of their record throughout their time at South St Paul High School.

A. Level One Offenses

1. OFFENSES: Cheating or plagiarizing involving regular class work, homework, or quizzes.

2. CONSEQUENCES MAY INCLUDE: Students are expected to make up the work on the next W.I.N. Wednesday for partial credit (no more than 75%) on the assignment; parents are contacted by the teacher.

B. Level Two Offenses

1. OFFENSES:
    a. Cheating or plagiarizing involving unit tests or large projects that significantly impact the grade.

    b. A repeat of a level one offense.

2. CONSEQUENCES MAY INCLUDE: Students are expected to make up the work on the next W.I.N. Wednesday for partial credit (no more than 50%) on the assignment; student meets with teacher, parent, and assistant principal.

C. Level Three Offenses

1. OFFENSES:

   a. Cheating or plagiarizing involving final exams.

   b. Theft or aiding in the theft of a test or other teaching materials.

   c. Tampering with grade books or teacher keys in any way.

   d. The third time a student is caught engaging in any academic dishonesty.

   e. Two level two offenses in the same class and in the same trimester.

2. CONSEQUENCES MAY INCLUDE: Students may receive a “NC” (no credit) For the grading period in the class in which the offense is committed; student meets with the teacher, parent, and principal.

VI. REFERENCES MYP: From Principles into Practice, September 2014, International Baccalaureate District Policy, Central high School Academic Honesty Policy Writing/Revision Committee, and Santa Cruz High School.