Philosophy

At Granada High School we value academic honesty, promote personal integrity, and strive for a culture of shared responsibility. We strive to foster original thought, individual growth, and self-reflection in all of our students. Granada places great value on the original ideas and reflections of each individual student, and academic honesty is expected throughout our school community. We recognize that the understanding and practice of academic honesty is a central feature of teaching and learning.

Guided by the International Baccalaureate (IB) philosophy and learner profile attributes central to academic honesty, our school community is expected to be:

- inquirers- nurturing our curiosity while developing skills for inquiry and research.
- knowledgeable- developing and using conceptual understanding, exploring. knowledge across a range of disciplines, and engaging with issues and ideas of both local and global significance.
- principled- acting with integrity and honesty, with a strong sense of fairness and justice. We take responsibility for our own actions and their consequences.
- open-minded- seeking and evaluating a range of points-of-view and allowing ourselves to grow from such experiences.
- risk-takers- approaching uncertainty with forethought and determination; working independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Granada High School's policy is that:

- All students, regardless of course enrollment, understand the meaning of academic honesty.
- All work produced by students is truly their own work.
- All material used within student work that is not originally produced is credited to the original source through proper citation of such sources.
- Students understand and follow general practices of honesty during examinations.

Granada High School's honesty policy goals
- to create and maintain a culture that encourages and values academic honesty and both teaches and models good academic practice in regards to academic honesty.
- to create and maintain standard practices for academic honesty across the disciplines that align with the expectations of IB.
- to ensure that students understand the importance of dutifully, carefully, accurately, and honestly giving credit to sources in writing.
- to ensure that students understand the value of their own thoughts and abilities, producing work that is authentic regardless of the weight of the assignment.
- to ensure that the whole school community understands precisely what penalties will be imposed should they be found guilty of academic dishonesty.

Defining academic dishonesty

Academic honesty terms
Collaboration- Working together, students are able to share and refine ideas and create original content. Often collaboration is an appropriate, scholarly activity. In collaboration, students clearly acknowledge that they have relied on the support of others.
Citing in multiple media- All sources referenced must be cited, including print, electronic, audio, video, and visual print sources, as well as works of art and personal interviews.
Brainstorming- Appropriate, teacher-approved sharing and preparation for an assignment.
Intellectual property- Creations of the mind. Students must take ownership of their individual thought and respect the creative work of others.
Appropriate citations- Using the assigned style guide, students correctly cite all unoriginal information, whether the information is paraphrased, summarized, or directly quoted.
Transparency- Openly acknowledging all collaborators and sources.

Academic dishonesty terms
Collusion- Supporting or communicating inappropriately with another. Information can be shared through various means such as verbally, in writing, and via social media.
Plagiarism- Presenting another's work or ideas as one's own, without properly citing the source.
Cheating- Behavior that creates an unfair advantage or impacts the results of another student. This includes copying or sharing test answers, using unauthorized materials, releasing test questions without permission, and passing off someone else's work as one's own.

Copying- Reproduction of an original, such as copying another student's homework assignment.
Falsification- Deliberately passing on incorrect information such as making up data, misrepresenting performance, impersonating another student, or making dishonest claims.
Multiple submissions-Submitting the same assignment on multiple occasions, intending to pass it off as an original submission.

Ways to avoid academic dishonesty
- Effectively cite all sources, even those that are paraphrased or summarized. (See Appendix A: Documentation Checklist)
- Avoid conducting research when the assignment is to provide completely original work.
- Assure that all assignments given as independent work are completed individually and without the help or influence of others.

Consequences of academic dishonesty
Cheating is a serious offense, so regardless of the importance or weight of the assignment, the policy will be followed. When considering the consequences for cheating, subsequent occurrences will be taken into account.

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First Occurrence

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When a teacher determines that cheating has taken place, the following steps will be taken:
1. The teacher will consult the student's discipline record for previous academic honesty infractions to determine penalties.
2. The student will receive no credit for the assignment. **For the first occurrence only**, it is up to the teacher's discretion whether the student will be allowed to make-up the zero (for full or partial credit).
3. The teacher will notify the student's parents, either by documented phone call or in writing.
4. The teacher will log the infraction in the student's discipline record. The teacher will note the nature of the incident, as well as the actions taken by the teacher (conferenced with student, contacted parents, assigned a zero, allowed make-up, etc.)
5. An informational behavior referral will be sent to the vice principal who will maintain an active file of such referrals as long as the student is enrolled at GHS.

For IB students only: One instance of academic dishonesty on any required element of the IB Diploma will automatically disqualify a student from earning the IB Diploma.

Subsequent Occurrences

If the student cheats a subsequent time while at Granada High School, whether it is in the same course or during a different course, the following steps will be taken:

1. The teacher will consult the student's discipline record for previous academic honesty infractions to determine penalties.
2. The student will receive no credit for the assignment, and **no make-up will be allowed**.
3. In addition to not receiving credit for the assignment, the incident may be grounds for failure of the course in which the cheating occurred. The teacher will make the final decision on whether or not the student will receive an "F" in the course.
4. The vice principal will set up a conference with the student, parent, and teacher to inform the student and parent of the serious nature and consequences of this offense.
5. The vice principal will log the infraction in the student's discipline record, noting the nature of the incident, as well as the actions taken by the teacher and administration.

The rights of the student when suspected of a breach of academic honesty

1. The student has the right to request to have a trusted adult or peer present during a formal meeting with administration (principal, vice principal, or IB coordinator) regarding the problem or incident, especially if the infraction is one that carries serious consequences.
2. The student has the right to present his or her case of intent or non-intent.
3. If applicable, the student has the right to review the material that was presented as cause for suspicion.

The responsibility of the student

- Understand the policy.
- Apply the guidelines of academic honesty by:
    - Producing and owning original work as representative of the student's learning process.
    - Citing sources using established citation guidelines for Granada High School or as deemed appropriate to the subject discipline.
    - Acknowledging assignment collaborators.
    - Adhering to examination policies and procedures.
    - Using technology at approved times in an appropriate manner.
    - Not sharing answers for assignments designed to elicit individual responses (such as verbally, in writing, or via social media).
- When unsure if documentation is needed, seek feedback from a teacher or librarian.

The role of the teacher librarian

- Assist in conducting and documenting authentic research (citation/research support).
- Provide guidance for identifying legitimate primary and secondary sources.

- Procure and maintain access to reliable and current print media, reference materials, and electronic databases.
- Provide Extended Essay guidance (for IB students).
- Support teachers in educating students about academic honesty.
- Train teachers in preventing and recognizing instances of academic dishonesty.
  - Train teachers in the use of Turnitin.com.
  - Provide resources for teaching accurate documentation.

The responsibility of the teacher
- Make clear to students, in his/her class procedures, how cheating is defined in the course.
- Foster an environment that encourages hard work and the process of achieving a goal, not only the final product.
- Model appropriate use and acknowledgement of copyrighted information, and require students to create work that follows copyright laws.
- Teach correct citation format, as it applies to the teacher's discipline.
- Consider using online services (e.g. Turnitin.com) as a tool for teaching and enforcing academic honesty.
- Support students as they create original work.
- Follow the Academic Honesty Policy when instances of academic dishonesty occur.

The responsibility of the administrator and IB coordinator
- Ensure that infractions are logged in the school behavior tracking system (e.g. PowerSchool, IBIS).
- Meet with teacher and student when subsequent infractions are suspected.
- Meet with teacher and student when infraction is of serious consequence.
- Communicate and enforce the policy to staff, students, and parents.

The responsibility of the parent or guardian
- Understand and support the policy.
- Give corrective feedback when academic dishonesty is observed.
- Support the learning process by encouraging the student to work through difficult tasks and seek teacher help, when appropriate.
- Seek clarification from teachers on academic honesty procedures to support the student, as needed.

Academic Honesty within the IB Diploma Programme
- All work will be authentic, original work or provide proper citation as outlined in this policy and submitted prior to all deadlines.
- Students will not impersonate another candidate.

- Students will not falsify a Creativity, Action, Service (CAS) record.
- Students will refrain from seeking out or sharing examination questions with any other IB student regardless of proximity.
- Students will protect their intellectual property by only publishing information related to their Extended Essay (EE), CAS records, Theory of Knowledge (TOK) essay, or other internal or external assessments in formats and platforms deemed appropriate for proper review and assessment. (Please refer to "Defining academic dishonesty" table in this document.)
- One instance of academic dishonesty on any required element of the IB Diploma will automatically disqualify students from earning the IB Diploma.

Policy Creation and Review

This policy was created with teacher, administrator, parent, and student feedback. An original committee of three teachers, a vice principal, and the IB coordinator reviewed relevant documents and surveyed the faculty to create the first draft of the policy. Parents and students then joined the committee to provide feedback on the draft to ensure the language and policies fairly represent and provide guidance for all parties.

Review Process

The Academic Honesty Policy will be reviewed by the school after the first year of IB authorization, then every two years following the first year of authorization. It will be revised and updated by an Academic Honesty Committee, as needed, to align with current standards, guidelines, and practices of our school and relevant external organizations. This review will be complete by the end of the academic calendar year. The Academic Honesty Policy may be subject to additional review by stakeholders during both the WASC accreditation process and the IB review cycle.

Works Referenced

Copenhagen International School's "Academic Honesty Policy: The IB Diploma Programme"
Joe Michell TK-8 School's "IB PYP and MYP Academic Honesty Philosophy and Policy"
The International Baccalaureate Programme's "Academic Honesty in the IB Context"

[Academic Honesty Policy revised December 2019]

Appendix A: Documentation Checklist

This document is from the International Baccalaureate Organization's resource titled "Effective Citing and Referencing" (August 2014). © International Baccalaureate Organization 2014.

Documentation checklist

Documentation checklist

When you have used an author's exact words, have you put "quotation marks" around the quotation **and** named (cited) the original writer?	
(If you indent your quotation(s), quotation marks are not needed, but the author must still be cited; have you cited your indented quotations?)	
When you put someone else's thoughts and ideas in your own words, have you still named (cited) the original author(s)?	
When you use someone else's words or work, is it clear where such use starts—and where it finishes?	
Have you included full references for all borrowed images, tables, graphs, maps, and so on?	
Print material: Have you included the page number(s) of print material you have used (especially important with exact quotations)?	
Internet material: Have you included both the date on which the material was posted **and** the date of your last visit to the web page or site?	
Internet material: Have you included the URL or the DOI?	
For each citation in the text, is there a full reference in your list of references (works cited/ bibliography) at the end? Is the citation a direct link to the first word(s) of the reference?	
For each reference in the list of references (works cited/bibliography) at the end, is there a citation in the text? Do(es) the first word(s) of the reference link directly to the citation as used?	
Is your list of references (works cited/bibliography) in alphabetical order, with the last name of the author first?	