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. MAI PRACTICE

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

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 fair addocorest and registration of the second state of the second se

C. THE ROLE OF THE FAMILY

Families are expected to support 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

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