



Whole School Academic Honesty Policy

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Review History:

April, 2020 - Collection of Language Policies of IB schools for review and discussion. Original draft drawn from Skagerak International School and Academic Honesty Policy at Sekolah Bogor Raya.

08/04/2020 - First draft posted into document by Curriculum Coordinator and Head of ELL.

04/2020 - Academic Honesty Policy discussion session with the leadership team:

- Head of School
- PYP Coordinator
- MYP Coordinator
- DP Coordinator
- Curriculum Coordinator
- Head of ELL

11/11/2020 - Policy reviewed through collaborative process during Whole School Faculty Meeting

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Purpose

What is the purpose of an Academic Honesty Policy?

This document is designed to firstly define Academic Honesty and then to clearly explain the roles and responsibilities of all stakeholders when it comes to maintaining the highest ethics when it comes to Academic Honesty. Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire, and act. After reading this document all members of the school community should have a better understanding of their responsibilities in order for us as an educational institution to avoid any malpractice occurring.

When you do not practice academic honesty, it means that your brain does not gain new knowledge. It also means that your teacher doesn’t know which areas you still need help with. Feeling academically honest feels good! It means that you know that you are getting the full learning experience and that your achievements are truly your own!

The IB states in the IB Learner Profiles that students must “act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.” They are also to “take responsibility for their own actions and the consequences that accompany them.”

As an IB world school we must instill the importance of Academic honesty in all our students.

Definitions

Malpractice

Malpractice is defined as: Any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractice includes but is not limited to plagiarism, collusion, duplication of work, cheating, and falsifying data/work.

Plagiarism

Plagiarism is defined as: The practice of taking someone else's work or ideas and passing them off as one's own.

Examples may include:

Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.

Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.

Failure to identify (cite) the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.

Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.

Collusion

Collusion Is defined as supporting the malpractice by another student or assisting another student's academic dishonesty.

Examples may include:

- Writing a paper or other project for another student.
- Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
- Sharing information regarding assessment contents and questions with other students.

Cheating

Cheating is defined as: The use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project.

Examples may include:

- Copying answers from another student's examination, paper, homework assignment, with or without that person's consent.
- Providing work to be copied (collusion).
- Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- Using unauthorized materials or devices (including notes, textbooks, universal translator, cell phone, calculator, or any other electronic device) during an assignment or examination without the permission of the instructor.
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor. Further clarification: In science, the student's internal assessment is a compilation of his/her lab reports. It is considered collusion in IB for students to work together on lab reports unless they are specifically required to and given permission from their teacher.

Fabrication

Fabrication is defined as: The creation of false data or citations.

Examples may include:

- Fabrication of data: Inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project.
- Fabrication of a citation: Inventing a phony citation for a research paper or other project.
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and re-submitting it to the instructor in order to claim an error in grading.

Hitchhiking

Hitchhiking is defined as: When a student “hitchhikes” in class, he or she is allowing a partner or group members to do a disproportionate amount of work in a collaborative project while the hitchhiker does not participate equally. This lack of equal contribution to a collaborative assignment constitutes academic dishonesty and will be penalized as such.

Duplication of work

Duplication is defined as: Using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study.

Examples may include:

- Submitting a paper or project in more than one course for a grade
- Submitting a lab report for more than one course without discussing it with both teachers involved.

Roles and Responsibilities for all stakeholders

Students

Students are expected to:

1. Read, ensure understanding by asking appropriate questions and then sign and return this policy to their homeroom teacher.
2. Make sure that their submitted work has been written individually and any work or ideas of others have been acknowledged.
3. Approach our counsellors if they feel that a particular assignment may not be completed due to personal circumstances.
4. Understand the expected level of acknowledgment for their level of the school. See detailed expectations section below.

5. Act if they see anyone cheating, copying, or committing any form of academic malpractice they should report it to their teacher.

Parents

1. Read, ensure understanding by asking appropriate questions and then sign this policy.
2. Discuss this policy with their child and remind them of the policy should they see any work being produced which may be considered malpractice.
3. Celebrate success and congratulate them when you see your child demonstrating academic honesty.

Teachers

1. Start every academic year by reading/reviewing the Academic Honesty Policy.
2. Check that work submitted by students is authentic work produced by the student in question.
3. Read, implement and ensure understanding of this policy.
4. Model academic honesty at all times.
5. Remind students of policy and expectations prior to accepting submissions.
6. Observe and monitor tests or exams to ensure they are taken under the correct conditions.
7. Report when academic malpractice occurs and record it in writing.

IB Coordinator

1. Make sure that parents are aware and have a good grasp of what academic honesty is.
2. Ensure that major school policies related to Students are available through the NJIS website.
3. Ensure the teachers are given Professional Development and support to help them maintain academic honesty across the school.
4. Plan and monitor all IB exams testing sessions.
5. Document and report malpractice to the Parents and the IBO if it will affect Exam/Assessment results.

Detailed Expectations for students from each grade level

Grade KG-3

1. They should know that they are expected to do their work on their own, unless otherwise instructed.
2. With the support and guidance of their class teachers they are able to summarize key ideas and understandings from any media (audio or video) they may be shown in class.
3. They should be able to read age appropriate books in order to learn new facts.
4. They should be beginning to gather information from multiple sources and compile it.

5. They should be able to share what they have learnt and talk about it orally in their own words.
6. They should comprehend that cheating includes
 - a. Copying word for word or copy pasting.
 - b. Copying homework or class activities from their friends.
 - c. Taking credit for other group members' work when working as a team.
 - d. Having someone else give you the answer or do the work for you.
7. They should be starting to work in groups and celebrate which parts were done by each member in the closing of any presentation.

Grade 4-5

When a student has received support from parents, friends, group members or more senior students this should be acknowledged either on the submitted work or at the end of a presentation.

1. They should be able to research and read from multiple sources and then compile the information.
2. They should be starting to acknowledge first person sources/interviews both formal and informal when compiling information.
3. They should be able to paraphrase material using their own words and record key words when taking notes.
4. They should be able to summarize what they have learnt from video or audio material used in class.
5. They should comprehend that cheating includes:
 - a. Presenting someone else's work as their own.
 - b. Copy pasting or copying whole entire phrases and sentences from a source into her/his assignment/project without quotation marks and citation.
 - c. Taking credit for other group members' work when working as a team.
 - d. Copying someone's assignment/homework or allowing someone to do so, when it was clearly described as individual work.
 - e. Working as a group or pair on an individual assignment.
6. They should be acknowledging sources using a grade-appropriate simplified MLA approach.
7. They should be capable of writing reports and summaries using more complex language structure and vocabulary.
8. They should be able to gather information from multiple sources, digest it and make conclusions thus beginning to form their own opinions.
9. They should be able to work together as a group and split workload fairly in order to produce and present their findings.
10. They should learn to identify reliable sources of information and use critical thinking to separate fact from fiction. Students avoid presenting material which is untrue, whether intentionally or unintentionally.

Exhibition (culmination of the PYP)

All work submitted and presented for the Exhibition should be in line with our Academic Honesty Policy.

1. Students should make the first contact be it via phone, email, or face to face with any first-person sources. They should also lead, record, and paraphrase interview content.
2. Their research should come from multiple sources such as online, first person, companies/organizations
3. Students should make sure of acknowledging any support or help they receive from their Exhibition Mentor.
4. They should be able to work collaboratively as a team and both accept and include different opinions of their group members.
5. After research and forming opinions based around the topic they should take that understanding and create an action plan to try and address the issue their group chose.
6. They should understand that the following things will be considered cheating/dishonest during the exhibition:
 - a. Presenting ideas or materials which are untrue or false.
 - b. Twisting words or misrepresenting someone including misquoting an interviewee or source.
 - c. Having mentors or tutors to do your work for you.
 - d. Contributing an inequitable amount of work compared to your peers.
 - e. Taking ideas and sources discovered by the mentor without acknowledgement or citing it.
7. Findings should be presented with different types of learners in mind. They should have a mix of visual, audio, tactile tasks alongside interactive aspects to their booth.

Grade 6-10

1. Acknowledges ideas and materials from multiple sources including books, media, internet or first-person sources.
2. Is able to write and paraphrase material for class notes.
3. References any direct quotes they may have used as part of their work directly after the quote itself.
4. Knows what is considered to be academic dishonesty and abides by the NJIS expectations.
5. Is always sure to acknowledge help from guardians, siblings, tutors, or friends.
6. Understands that the following acts are considered academic dishonesty:
 - a. Using notes during a test unless the teacher explicitly informs them of an open book style assessment.
 - b. Giving one's own work to a friend to copy this includes homework or assignments.
 - c. Completing someone else's work for them.
 - d. Copying material word for word from a source(s).
 - e. Submitting someone else's work as your own.
 - f. Asking mentors or tutors to do your work for you.
7. Understands and follows exam rules explicitly.
8. Always inquires about what external support is permissible for each given assignment.

9. References sources in a correctly formatted bibliography.

Grade 11-12

1. Every source without exception that is cited in the text must also appear in the bibliography.
2. Gives credit for any material paraphrased, quoted, used directly or adapted.
3. Takes credit and clearly illustrates which parts of the given assignment, project or task have been designed/created by them including any sketches, music, pictures, photographs, maps, etc.
4. When borrowing text from other sources the reader should be made aware of when the borrowed text begins and finishes.
5. Students must be aware that the following acts are considered academic dishonesty.
 - a. Allowing a friend to copy their work.
 - b. Submitting work that was done by another student or friend.
 - c. Copying work from another student.
 - d. Submitting a project or piece of work without clear and concise citations.
 - e. Using notes during an exam or test unless specifically being told it is an open book assessment.
 - f. Communicating with others during a test/exam.
 - g. Using technology during an exam without permission.

Referencing Guide

North Jakarta Intercultural School is using MLA (Modern Language Association) 8th edition which is most often used by the arts and humanities. It is arguably the most well used citation style. MLA referencing will be required for work submitted starting in Grade 6. For Grades 1-5, referencing and the importance of citing where we found information will be introduced and a simplified version of MLA may be used at a grade appropriate level. A guide for the appropriate types of referencing at each level can be found here: https://www.schrockguide.net/uploads/3/9/2/2/392267/workscited_1_6.pdf

Role of the Librarian

The librarian plays an important role in the school wide implementation of the academic honesty policy. She/he is the main resource in the area of academic honesty who can provide ethical guidance on the most suitable citation/referencing system used in each assessment.

The librarian should be able to promote academic honesty within the school by providing support and assistance in terms of research, and the correct use of citations. The library website also provides considerable advice regarding aspects of academic honesty.

The librarian must give an internal workshop to students and teachers regarding academic honesty and referencing guide every beginning of new academic year and along the academic year should the management members feel the needs of it.

Detailed roles and responsibilities of a librarian is stated in **Roles and Responsibilities of a DP Librarian** document.

Procedures of reporting, recording, and monitoring

Academic honesty should be the responsibility of all stakeholders in the school. Any suspected academic dishonesty should first be identified by the subject teacher and handled carefully and treated as a formal learning experience by the student. Subject teacher must report all academic dishonesty cases to the Head of School who will record all academic dishonesty cases.

The student is always permitted to explain the situation and present a defense to his/her action. Consequences to each instance of academic dishonesty will depend on the level of action and how many times the student has committed acts of academic dishonesty.

Rights of a Student Suspected of Academic Dishonesty

Initial breaches of academic dishonesty will be treated as a formative learning experience for the students. The school and teachers will respect the student's right of privacy and teachers along with the counsellor will support the students in a way that the student is reflective and avoids academic misconduct in future. The student will participate in a discussion with the concerned teacher and school counselor. The discussion will focus on the academic misconduct of the student and care would be taken to not make judgements of a student's overall character.

Consequences for Academic Dishonesty

Consequences for Academic Dishonesty in KG-3

First time offense

- They will have a meeting with their class teacher to talk about their actions and how to be more academically honest in the future.

- Parents may be informed via whatsapp or by telephone in order to help remind the student of the importance of academic honesty.
- The student may be asked to re-submit the assignment/project within a suitable time period.
- The incident will be recorded in the student portfolio (teacher notes) on Toddle.

Second time offense (consequences as with First time Offence plus)

- Parents will be invited to school to meet the classroom teacher or contacted by email to discuss this issue in detail.
- The IB PYP coordinator may be informed.
- The student will be asked to re-submit the assignment/project within a suitable time period.
- The incident will be recorded in the student portfolio (teacher notes) on Toddle.

Third time offense (consequences as with second time offence plus)

- The IB PYP coordinator and Head of School will be informed.
- The student, guardian, IB Coordinator will co-sign a letter stating that they will be committed to upholding this academic honesty policy in future.
- The incident will be recorded in the student portfolio (teacher notes) on Toddle.

Consequences for Academic Dishonesty in PYP 4-5

First time offense

- They will have a meeting with their class teacher to talk about their actions and how to be more academically honest in the future.
- Parents may be informed via whatsapp or by telephone in order to help remind the student of the importance of academic honesty.
- The student will be asked to re-submit the assignment/project within a suitable time period.
- The incident will be recorded in the student portfolio (teacher notes) on Toddle.

Second time offense (consequences as with First time Offence plus)

- Parents will be invited to school to meet the classroom teacher or contacted by email to discuss this issue in detail.
- The IB PYP coordinator will be informed and together with the teacher, the student will create an action plan (to be recorded in the student portfolio on Toddle).
- The student will submit a reflection with regards to their conduct and identify the related learner profile attributes.
- The incident will be recorded in the student portfolio (teacher notes) on Toddle.

Third time offense (consequences as with second time offence plus)

- The student, guardian, and head of school will meet and co-sign a letter stating that they will be committed to upholding this academic honesty policy in future.
- The incident will be recorded in the student portfolio (teacher notes) on Toddle.

Consequences for Academic Dishonesty in Grade 6 - 12

Students at NJIS read the Academic honesty policy and sign an Academic Honesty contract, they are therefore responsible to ensure that any submitted work and exam etiquette follows the expectations of the policy.

Violations of Academic Honesty Policy are divided into three levels:

Level 1 Offense

- Copying homework
- Cheating
- Using secretive methods of receiving or giving answers on a test or quiz
- Taking information from other sources that is not properly cited

Consequences to Level 1 Offense:

The subject teacher will deal with the student privately. Case will be reported to MYP or DP coordinator. The teacher may request the student to re-do the assignment and parents may be contacted if required.

A second Level 1 offense will be considered a Level 2 offense and will be dealt with accordingly.

Level 2 Offense

- Directly copying paper or publications from the Internet or another source without proper citation.
- Unauthorized (sharing/distributing) test materials.

Consequences to Level 2 Offense:

No grade will be awarded, parents are notified by the MYP/DP coordinator and the student will receive disciplinary consequences. Further consequences may include suspension from the class. Parents will be invited to attend the conference with the student and the MYP/DP coordinator.

Level 3 Offense

- Stealing examinations
- Altering grades on a computer database

Consequences to Level 3 Offense:

Parents will be notified by the head of school and a meeting with the parent(s) is required. The student might be expelled depending on the intensity of the violation.

Policy Review

The academic honesty policy is reviewed every other year by the Head of School, IB coordinators, with whole faculty involvement. The next review should be completed in the 2022 school year.

References and Resources used in the design of this policy

Academic Honesty in the IB Education Context, 2014. Published on behalf of the International Baccalaureate Organization, Peterson House, Malthouse Avenue, Cardiff Gate Cardiff, Wales CF23 8GL, United Kingdom

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