



LA JOYA HIGH SCHOOL

A COMMUNITY OF EXCELLENCE



"THE STRENGTH OF THE PACK IS THE WOLF, AND THE STRENGTH OF THE WOLF IS THE PACK"

IB Academic Integrity Policy

The IB Programmes @ La Joya Community High School will prepare and empower all Lobos with holistic experiences that develop continuous growth of knowledge, skills, and inquisitive attitudes to become principled, caring, and globally-minded individuals who contribute to an everchanging, more peaceful world.

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.

Philosophy

Academic integrity encompasses a mindset and practice that reflects the values of the International Baccalaureate Program. The academic integrity policy is founded on the IB Learner Profile characteristic "principled" and is an expectation for our entire learning community. Students become aware of the responsibilities entailed in academic integrity through proactive education by teachers, the IB Coordinator, and the librarian.

IB Standards Alignment

B1.5 e: The school has developed and implements an academic honesty policy that is consistent with IB expectations.

This policy reflects the learning journey of students. Support and understanding is essential to their development of personal and academic responsibility. "The key educational reasons to take such a strong line on academic integrity are to maintain fairness. IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement."

Definitions of Academic Malpractice

According to the International Baccalaureate, academic honesty is defined as an authentic piece of work based on one's original ideas with the work of others fully acknowledged. All assignments for assessment must wholly and authentically use the candidate's own language, expression, and ideas.

Categories of Misconduct

Collaboration vs. Collusion

Collaboration is the practice of working together with others to achieve a common goal while maintaining individual accountability for one's own work. In an academic setting, collaboration is encouraged and appropriate when students share ideas, discuss concepts, provide peer

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feedback, and support each other's learning—as long as each student produces their own original work and acknowledges any assistance received. Examples of appropriate collaboration include: brainstorming ideas together, discussing general approaches to a problem, peer reviewing drafts while each student writes their own final version, and studying together for exams.

Collusion, by contrast, is a form of academic malpractice where students work together inappropriately, resulting in work that is not authentically their own. This occurs when **collaboration** crosses the line into copying, sharing answers, or producing work that is substantially the same as another student's. Examples of **collusion** include: submitting identical or nearly identical work, allowing another student to copy one's work, sharing answers during assessments, or dividing up an individual assignment so that each person completes only a portion and then shares their parts. The key distinction is that **collaboration** enhances individual learning and results in original work, while **collusion** undermines authentic assessment by presenting shared work as individual effort.

Plagiarism is defined as the representation of the ideas or work of another person as the student's own. This includes taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one's own. Students must record the addresses of all websites from which they obtain information during research, including the date when each website was accessed. DVDs, email messages and any other electronic media must be treated in the same way as the internet, books and journals.

Collusion is defined as supporting malpractice by another student, including allowing one's work to be copied or submitted for assessment by another. While collaboration may be permitted in some circumstances, the final work must be produced independently. The abstract, introduction, content and conclusion of a piece of work must be written in each candidate's own words and cannot be the same as another's.

Duplication of Work is defined as the presentation of the same work for different assessment components and/or diploma requirements. For example, submitting the same or very similar piece of work for multiple subjects would be viewed as malpractice.

Exam Cheating includes communicating with another candidate in an exam, bringing unauthorized material into an exam room, or consulting such material during an exam in order to gain an unfair advantage.

Falsifying Data means manufacturing data for a table, survey or other requirement, or creating or altering data which have not been collected in an appropriate way.

Use of Artificial Intelligence (AI) is the use of technology to submit any work that is not original to the writer. Doing academic work requires that the work you turn in is your own. A paper written by AI is not considered your own original work and will be considered plagiarized.

Forgery or Stealing includes gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

Any Other Behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.

Responsibilities

Student Responsibilities

Students shall promote academic honesty by:

- Not engaging in any form of academic dishonesty including malpractice, collusion, duplication of work, plagiarism, cheating, or forgery.
- Actively participating in lessons about research skills including note-taking, paraphrasing, in-text citations and creating a bibliography.
- Learning correct methods of source citation, including for Internet sources, and asking teachers for guidance.
- Ensuring that all work submitted is authentic, with the work or ideas of others fully and correctly acknowledged.
- Using internet and library resources responsibly and ethically.
- Meeting IB academic honesty policy guidelines.
- Not using study aids such as Spark Notes, Cliff Notes, or other materials such as movies/videos in lieu of reading assigned reading for a course.
- Giving prompt and confidential notification to appropriate faculty when academic misconduct is observed.
- Working collaboratively only in appropriate circumstances and asking teachers for clarification about appropriate collaboration.
- Not recording others or taking images of others without permission.

When students put their name on an assignment or assessment, they attest that all of the work is their own in both origin and content.

Faculty Responsibilities

Faculty (Teachers, Teacher/Librarian, IB Coordinator) shall promote academic honesty by:

- Giving instruction on research skills including notetaking, paraphrasing, in-text citations and creating a bibliography/reference list.
- Making students aware of what constitutes academic dishonesty and how it undermines the learning process.
- Teaching students how to use the words and ideas of others appropriately to support their own communication.

- Developing lessons that share understandings about plagiarism, cheating, malpractice, collusion and intellectual property.
- Demonstrating responsible and ethical use of the internet and library resources.
- Creating inquiry-based assessment tasks to encourage honest, creative work.
- Being vigilant about preventing and identifying malpractice at all grade levels and in all subjects.
- Structuring assignments and tests to minimize the opportunity for student dishonesty, including requiring submission to turnitin via our Canvas platform.
- Following established procedures in all instances of academic dishonesty.
- Reporting each example of academic misconduct to make all staff members aware.

Administrator Responsibilities

Administrators shall promote academic honesty by:

- Communicating expectations of academic honesty.
- Establishing procedures to prevent malpractice, plagiarism, cheating, and collusion.
- Establishing consequences for academic malpractice including support of disciplinary measures.
- Following IB academic honesty policy expectations and procedures in all instances of academic dishonesty.
- Providing professional development for all teachers about academic honesty, intellectual property and best use of technology.

Parent/Guardian Responsibilities

Parents shall promote academic honesty by:

- Supporting sound research skills for projects completed outside of the school day.
- Seeking guidance from school staff when their student needs further instruction to accomplish academic honesty.
- Actively participating in communicating expectations of honesty to their student.
- Speaking to their children about the need to be honest and why it is important in the context of academics.

Procedures for Suspected Malpractice

If a teacher has reason to believe that academic dishonesty has occurred:

1. The teacher will investigate the suspected malpractice.
2. The teacher will communicate the outcome of the investigation to the IB Coordinator.
3. If the teacher and IB Coordinator agree that malpractice has occurred, the student will be notified by letter from the IB Coordinator.

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4. The IB Coordinator will gather all relevant information and schedule a meeting with the IB Academic Review Committee comprised of IB Faculty
5. The committee will review all evidence and determine consequences within two weeks
6. Disciplinary consequences will be communicated in writing to the student and parent

Range of Consequences

First Offense

- ***Copying class work or homework:*** Zero on assignment, parent notification.
- ***Plagiarizing or cheating on exam or assignment:*** Zero on assignment, counselor notification, teacher-issued detention, parent/student/teacher/counselor conference.
- ***Forgery or stealing:*** Referral to administration.

Second Offense

Any violation: Academic probation/student contract, referral to administration, removal from the program.

A second incident of any type, at any time during the student's enrollment in the IB Program, will result in the student's dismissal from La Joya's IB Program.

Official IB Documentation

If malpractice involves official documentation to be submitted to IB for grading (Internal Assessments, Extended Essays, etc.), the malpractice shall be communicated directly to IB. The IB Coordinator will follow instructions from the IB Office of Academic Honesty. IB policy states that schools shall not submit work that is known to be duplicated or not authentic. Non-submission of work results in no grade being awarded for the subject.

Education and Support Measures

The school provides comprehensive instruction in:

- Writing bibliographies and proper citation techniques
- Techniques for acknowledging direct quotations and paraphrasing
- Subject-specific documentation methods
- Source evaluation, including printed text and internet sites
- Research writing techniques and data gathering techniques
- Defining differences between collaboration and collusion
- Understanding plagiarism and academic integrity concepts

Students are monitored through web-based plagiarism detection software. All IB students meet with the IB Coordinator regularly, with different aspects of academic honesty highlighted and taught at each meeting.

Ethical Use of Artificial Intelligence (AI)

Transparency and Disclosure: Users must clearly identify when AI tools have been used in creating content, research, or analysis. This includes documenting AI assistance in acknowledgments or methodology sections, ensuring others understand the role AI played in the work. Appropriate use means being honest about AI involvement while inappropriate use involves misrepresenting AI-generated content as entirely human-created.

Academic and Professional Integrity: AI should enhance human work rather than replace original thinking and effort. Users can appropriately employ AI as a brainstorming tool, research assistant, or editing aid while maintaining their own intellectual contribution. It becomes inappropriate when AI completes assignments, exams, or professional work that should demonstrate individual knowledge and skills, or when AI outputs are submitted without disclosure.

Accuracy and Verification: All AI-generated information must be fact-checked and verified against reliable sources before use. Users should treat AI outputs as starting points for further research rather than definitive facts. Appropriate use involves rigorous verification of AI content, while inappropriate use means accepting and sharing AI-generated information without confirming its accuracy, potentially spreading misinformation.

Privacy and Confidentiality: Users must protect sensitive information when using AI tools, being mindful of data sharing policies and security measures. Appropriate use involves selecting AI platforms with strong privacy protections and avoiding input of confidential data. Inappropriate use includes sharing personally identifiable information, proprietary data, or protected information with AI systems that lack proper safeguards.

Human Agency and Decision-Making: AI should inform and support human decisions rather than make autonomous choices, especially in situations requiring judgment, empathy, or ethical consideration. Appropriate use maintains human oversight and final authority in critical decisions while leveraging AI for analysis and recommendations. Inappropriate use allows AI to make independent decisions in areas requiring human expertise or replaces essential human interaction and relationship-building.

Communication and Review

This policy is published in the IB Program Handbook, Student Rights and Responsibilities Handbook, and the school website under IB Programs. This policy, along with IBO academic honesty materials, is distributed to and reviewed with all IB students and their parents/guardians annually. This policy is reviewed annually by the IB Pedagogical Leadership Team and will be updated as needed to maintain alignment with current IB expectations and best practices. This policy is due to be reviewed in the Spring of 2027.