

# Walter Johnson High School

## Code of Academic Integrity



### I. **Philosophy of Academic Integrity**

Walter Johnson High School highly values academic integrity and does not permit any form of dishonesty or deception that unfairly, improperly, or illegally enhances a grade on an individual assignment, assessment, or course grade.

### II. **Definitions and Examples**

According to the MCPS [Student Rights and Responsibilities](#) handbook, examples of academic dishonesty include, but are not limited to, the willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students. This can involve fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology. The purpose of **WJHS' Code of Academic Integrity** is to further define and clarify these expectations for students, parents, and staff.

#### ***Cheating/Collusion***

Examples of cheating include, but are not limited to:

1. Copying another person's work.
2. Using AI (artificial intelligence) to create, write, or otherwise generate answers for an assignment without teacher authorization.
3. Having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission.
4. Having or using a communication device such as a cell phone, PDA or electronic translator to send or obtain unauthorized information.
5. Taking an exam for another student, or permitting someone else to take the test for you.
6. Asking another to give you improper assistance, including offering money or other benefits.
7. Asking for or accepting money or any other benefit in return for giving another improper assistance.
8. Providing or receiving information about all or part of an exam, including answers (e.g., telling someone in a subsequent period what was on your exam, or being told this information).
9. Having or using a "cheat sheet" (a piece of paper with answers, formulas, information or notes on any kind) that is not specifically authorized by the teacher.
10. Altering a graded exam and resubmitting it for a better grade.
11. Working together on a take-home exam or graded assignment unless specifically authorized by the teacher.
12. Gaining or providing unauthorized access to test materials.



### ***Plagiarism***

Examples of plagiarism include, but are not limited to:

1. Receiving or providing improper assistance from a parent or other person on an assignment intended to be individual work.
2. Using AI to generate content that is identical or substantially similar to another source without proper attribution.
3. Including any materials not based on your own research and writing in an assignment submitted for credit. This includes:
  - a. Using the services of a commercial term paper company.
  - b. Using the services of another student.
  - c. Copying part or all of another person's paper and submitting it as your own for an assignment.
  - d. Stealing another student's work and submitting it as your own.
  - e. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
4. Submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism).
5. Failing to use quotation marks where appropriate.
6. Failing to properly acknowledge paraphrased materials through textual attribution, footnotes, endnotes, and/or a bibliography.
7. Fabricating data for an experiment or survey.
8. Citing nonexistent sources (articles, books, etc.).

### ***Falsification/Lying***

Examples of falsification/lying include, but are not limited to:

1. Misrepresenting your academic accomplishments, such as by tampering with computer records.
2. Deceiving a teacher or making up a false reason or excuse to get special consideration on an exam or assignment.
3. Forging a signature.

The aforementioned list of behaviors constitutes academic dishonesty. We are aware; however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and, therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. If you have any doubt as to whether a particular act constitutes academic dishonesty, ask a teacher before you submit an assignment.

*Note:* Attempted academic dishonesty, even if unsuccessful, may be treated as academic dishonesty and result in a loss of credit.



### III. Stakeholder Responsibilities

#### A. Students will:

1. be principled and “act with integrity and honesty” in all aspects of their work;
2. seek help when support with assignments is needed;
3. avoid engaging in cheating (collusion and sharing information about assessments), plagiarizing, and lying;
4. use sources in the prescribed manner; and
5. report any violations of the Code of Academic Integrity.

#### B. Teachers will:

1. include a statement of expectations in keeping with the Code of Academic Integrity on each course syllabus;
2. communicate to students on which assignments they may collaborate and to what extent;
3. provide examples of conventions for citing and acknowledging original authorship;
4. confer with students suspected of violating the Code of Academic Integrity prior to making a determination;
5. gather clear and definitive documentation of violations; and
6. report violations of the Code of Academic Integrity to parents, counselors, and administrators in a timely manner.

#### C. Administrators will:

1. ensure that staff, students, and parents receive the Code of Academic Integrity;
2. ensure that the Code of Academic Integrity is applied consistently throughout the school and in adherence with MCPS policies; and
3. provide teachers with best practice to address potential misuse of AI.

#### D. Parents/Guardians will:

1. discuss the Code of Academic Integrity with their child; and
2. support faculty and administration in enforcing the Code of Academic Integrity.

### IV. Academic Dishonesty Responses and Student Rights

The [MCPS Student Code of Conduct](#) provides a framework for schools implementation of discipline expectations that provides five levels of possible responses to student misconduct.

- Level 1 - Classroom and Teacher-led Responses
- Level 2 - Teacher-led/referred and Administrative Supported Responses
- Level 3 - Administrative Supported and/or Removal Responses
- Level 4 - Administrative Supported, and Short-Term Out-of-School Exclusionary Responses
- Level 5 - Long-term Administrative Supported, Out-of-School Exclusionary, and Referral Responses

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Two types of academic dishonesty are outlined in the [MCPS Code of Conduct](#). The first, “plagiarizing, such as by taking someone else’s work or ideas; forgery, such as by faking a signature of a teacher or parent/ guardian; or cheating. Sharing or otherwise distributing information contained on assessments or other graded work” is designated as requiring a Level 1 or 2 response. The second “tampering with, or assisting another to tamper with, the MCPS computer network or exams” requires a minimum Level 2 response, and may rise as high as a Level 5 response, depending on the severity of the incident.

In addition to behavioral consequences outlined in the student Code of Conduct (pg. 16), MCPS [Regulation IKA-RA Grading and Reporting](#) states that if a student engages in academically dishonest behavior, the teacher may assign a zero.

If it is determined that a student engaged in academic dishonesty, the following will occur:

First Offense within a class :

- The teacher will inform the student, parent/guardian and counselor.
- The teacher will determine whether the student will receive partial credit or no credit based on the circumstances surrounding the incident;
- The teacher will determine if the student can resubmit/retake the assignment.

Repeated Offense:

- The teacher will submit an administrative referral and notify the parent/guardian and counselor.
- The student will earn a zero for the assignment.
- The administrator will consult with the teacher and conference with the student, counselor, and parents/guardians to address the incident.