



<b>Book</b>	<b>A. Board Policies</b>
<b>Section</b>	<b>5000 Students</b>
<b>Title</b>	<b>Academic Honesty</b>
<b>Code</b>	<b>BP 5131.9</b>
<b>Adopted</b>	<b>November 13, 1990</b>
<b>Last Revised</b>	<b>November 14, 2023</b>

### **Definition and Scope of Academic Honesty**

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development, aligning with the District's vision of fostering "responsible, self-directed, and resilient" individuals as outlined in the ESUSD Graduate Profile. We expect all students to demonstrate integrity, responsibility, and respect in their academic work, reflecting the qualities of a "competent & confident communicator" and a "creative & critical thinker." This policy aims to foster a culture of trust and fairness while preparing students for success in their future educational and professional endeavors.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty and supports the development of students as "global collaborators & leaders." Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules, which are designed to promote growth and learning while maintaining high standards of integrity.

Academic Honesty in ESUSD is defined as "the commitment to and demonstration of truthfulness, integrity, and responsibility in all academic activities. It involves creating and expressing original ideas, acknowledging sources, and completing assignments independently or acknowledging collaboration when the teacher permits."

### **Examples of Academic Dishonesty**

Academic dishonesty includes, but is not limited to, the following:

1. **Plagiarism:** Submitting work that is not one's own, including copying content from the internet, books, or other sources without proper attribution or citation.
2. **Cheating:** Using unauthorized materials, information, or study aids during exams or assignments, such as hidden notes, pre-programmed calculators, or accessing online resources without explicit permission from the instructor.
3. **Falsification:** Inventing or falsifying data, citations, or information in academic assignments or records.
4. **Unauthorized Collaboration:** Working with others on assignments intended to be completed individually without the teacher's permission.
5. **Misuse of AI Tools:** Using artificial intelligence (AI) powered tools, such as language models or AI-powered writing assistants, to generate content, answers, or significant portions of work without proper disclosure, attribution, or adherence to academic guidelines set by the teacher.

6. AI-Assisted Plagiarism: Submitting work generated by AI as one's own without acknowledging the use of AI or providing proper attribution.
7. Sharing AI-Generated Content: Distributing AI-generated content, such as essays or answers, to other students for the purpose of academic dishonesty.
8. Multiple Submissions: Submitting the same work, including AI-generated content, for credit in multiple courses without the explicit permission of all instructors involved.
9. Facilitating Academic Dishonesty: Assisting others in acts of academic dishonesty, such as sharing homework answers, distributing test questions, or allowing others to copy one's work.

### **Consequences of Academic Dishonesty**

Students found engaging in academic dishonesty will face age-appropriate disciplinary action in accordance with the school district's policies and procedures and the respective school's Student/Parent Handbook.

Consequences may include, but are not limited to:

- Notification of parents or guardians
- Requirements to repair the harm caused
- Requirement to redo an assignment or an assessment with clear restrictions to provide evidence of knowledge or skill by honest means
- Counselor intervention
- Academic Integrity Contract
- Receiving a zero or reduced grade on the assignment or exam
- Referral to school administration for further disciplinary action
- Ineligibility for academic honors or scholarships

When appropriate, ESUSD's approach to discipline should create a teachable moment that encourages students to learn from their mistakes, understand the importance of academic integrity, and take responsibility for their actions. The goal is to foster a culture of honesty and integrity while promoting personal growth and development, in line with the District's commitment to nurturing responsible, self-directed, and resilient individuals as outlined in the Graduate Profile.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators, and members of the public to develop standards of academic honesty, measures for preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site-level discipline rules.

### **Prohibited and Permitted Technology Use**

The district's standards for academic achievement are designed to challenge all students to reach their full potential in acquiring the knowledge and skills needed for success in postsecondary education, employment, and responsible citizenship. Any use of technology that prevents or inhibits a student from achieving these standards is prohibited. Prohibited uses include using technology primarily or solely for the completion of coursework as a student's original work and generating answers to mathematical, scientific, or analytical problems, as described in the Academic Dishonesty examples listed in the "Examples of Academic Dishonesty" section above.

Permitted and ethical uses of technology include but are not limited to,

- Conducting research: Using the internet, databases, and other digital resources to gather and properly cite information for academic assignments, projects, and presentations
- Correcting grammar and spelling: Utilizing spell-checking and grammar-checking tools to improve the quality and clarity of written work, except when the learning and assessment is focused on a student's spelling or grammar skills.
- Learning from educational applications: Engaging with tutoring systems, language learning applications, and other educational software to enhance understanding and skills in various subjects.
- Collaborating with peers: Using collaboration tools such as online documents, video conferencing, and discussion forums to work on group projects and assignments, when allowed by the teacher.
- Organizing and managing tasks: Employing digital tools, such as calendars, to-do lists, and note-taking applications, to plan and keep track of academic responsibilities and deadlines.
- Developing problem-solving skills: Engaging with educational games, simulations, and coding platforms to improve critical thinking, logic, and problem-solving abilities.
- Exploring creative expression: Using multimedia tools, such as graphic design software, video editing applications, and music composition programs, to create original content for academic assignments or projects when allowed by the instructor.
- Improving accessibility: Utilizing assistive technologies, such as text-to-speech or speech-to-text applications, to support learning and accommodate individual needs.
- Enhancing presentations: Incorporating digital media, such as images, videos, and interactive elements, to create engaging and informative presentations for academic purposes.
- Seeking assistance from AI-powered tools: Using AI-powered writing assistants or tutoring systems to receive feedback, suggestions, or explanations related to academic work previously produced by the student while ensuring proper use and adherence to academic guidelines.

Students are encouraged to use technology and AI tools responsibly and ethically, always prioritizing their own learning and growth. Students should consult their teachers when in doubt about the appropriate use of technology or AI.

Additionally, consistent with the limitations expressed in this policy and with teacher consent, students may also use technology to assist with assessments, homework, and/or makeup work or other uses approved by the teacher.

A student with a disability shall be permitted to use technology for any purpose identified in the student's individualized education program as a tool to support the student's learning.

If an employee suspects that a student has used technology in violation of this policy, the student shall be given the opportunity to demonstrate that the use of technology was in accordance with this policy.

Any information acquired from an employee's use of technology in determining whether a student has committed an act of academic dishonesty shall be shared with the student and the student's parent/guardian as appropriate.

The Superintendent or designee may provide training to staff regarding the use of technology to improve education, including the detection of plagiarism and sensitivity to potential discrimination from algorithmic bias.

The school district is committed to providing resources and support to help students understand and uphold academic integrity. If students have questions or concerns about academic honesty, they are encouraged to speak with their teachers, counselors, or school administrators.

By maintaining academic honesty, students demonstrate their true abilities and achievements and develop essential skills and values that will serve them throughout their lives.

### **Policy References**

Policy Reference Disclaimer: These references are not intended to be part of the policy itself nor indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the policy's subject matter.

#### **State**

Ed. Code 35291-35291.5

#### **Description**

Rules

Ed. Code 56341.1

Assistive technology devices for a student with a disability

#### **Federal**

20 USC 1401

#### **Description**

Assistive technology device; definition

#### **Management Resources**

Metropolitan Ed. Research Consortium Publication

#### **Description**

Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools, 2023

USDOE Office of Educational Technology Publication

Artificial Intelligence and the Future of Teaching and Learning: Insights and Recommendations, May 2023

TeachAI

Foundational Policy Ideas for AI in Education, 2024

Website

Metropolitan Educational Research Consortium

Website

CSBA and County Office of Education Legal Services