

Hendrick Hudson High School Academic Integrity

At Hendrick Hudson High School, behaviors that uphold high standards of academic integrity are an expectation, and the entire district community, including students, parents, teachers, staff, administration, and Board of Education members, is responsible to uphold and foster these standards.

Honesty and regard for authentic learning are the underlying values through which our mission has been constructed, and the lens through which its adherence will be maintained. This *Academic Integrity* policy structures a critical foundation for our students' academic and character development.

Academic Integrity is defined as an extension of the underlying *core values** of honesty, trustworthiness, regard for originality, and authentic learning (see Glossary of Definitions).

The practices relevant to this mission will promote excellence in education.

Although not comprehensive, the goal of this mission statement sets expectations to help our students navigate their roles as lifelong learners and contributing members of society.

Student Expectations

In daily practice, each student will demonstrate the expected behaviors and attitudes in *classwork*, *homework*, *projects*, and *tests*, as outlined below:

Citizenship/Ethics

- Submits own authentic work for tests and assignments without unauthorized assistance
- Credits all images, texts, and ideas properly, recognizing and abiding by all copyright laws, avoiding infringement
- Translates all work for study of other languages independently
- Contributes equitably and fully to group work, both written and spoken, avoiding collusion

Process Skills

- Follows verbal and written directions carefully and fully
- Thinks critically
- Thinks creatively
- Asks thoughtful questions
- Reads and views critically and deeply to gain understanding, meaning, and knowledge
- Interacts effectively with texts
- Evaluates information and informational sources
- Uses effective note taking skills
- Reports research and accomplishments accurately
- Synthesizes ideas with those of other credible/authoritative sources
- Communicates evidence of learning and understanding effectively in a variety of formats
- Credits all images, texts, and ideas properly

Personal Responsibility/Independence

- Brings all necessary materials to class each day
- Completes homework ready for submission
- Produces neat, presentable, professional, and authentic work
- Complies with all assignment requirements completely and correctly
- Uses personal electronic devices , including, but not limited, to cell phones, calculators, computers, etc. with direct/purposeful application to the task at hand as directed by the teacher
- Demonstrates personal responsibility for own work/ ideas
- Practices self-reliance

Time Management

- Arrives to class on time
- Focuses on the task at hand
- Manages distractions effectively
- Meets deadlines
- Breaks down assignments into logical units

Dispositions/Attitudes

- Demonstrates willingness and motivation to succeed
- Sets meaningful personal and academic goals
- Expresses curiosity and openness to new learning opportunities and experiences
- Shows willingness to take risks in trying new skills and tasks
- Demonstrates follow through on tasks and assignments
- Accepts constructive feedback for personal and academic growth
- Demonstrates initiative, perseverance, persistence, and motivation
- Demonstrates personal growth and competence

Parent Expectations

Hendrick Hudson High School encourages parents/guardians to foster the following to encourage authentic selves in the academic arena:

- Work in partnership with administration, staff, teachers, your child/children to adhere to the Academic Mission of HHHS
- Encourage appropriate course placement and selection; children perform best when appropriately placed in classes that challenge and inspire your child/children
- Remember that learning is a process; please stress effort and authentic learning over grades
- Support their child/children being present in school every day to promote academic success
- Model and support the staff of HHHS in the home environment
- Enforce school policies
- Allow students trial and error; support their growth as lifelong learners, so that they may become contributing members of the 21st century

Teacher Expectations

Hendrick Hudson High School encourages teachers to foster the following to encourage authentic selves in the academic arena:

- Work in partnership with administration, staff, teachers, students, and parents to adhere to

the Academic Mission of HHHS

- Encourage appropriate course placement and selection; students perform best when placed in appropriate classes
- Contact parents when academic integrity concerns arise
- Model ethical and authentic behaviors
- Foster an environment that encourages academic integrity and the underlying values that build a foundation for students' academic and character development
- Utilize Turnitin.com, which promotes academic integrity

Administrative Expectations

Hendrick Hudson High School encourages administration to foster the following to encourage authentic selves in the academic arena:

- Work in partnership with staff, teachers, students, and parents to adhere to the Academic Mission of HHHS
- Foster an environment that encourages academic integrity and the underlying values that build the foundation for students' academic and character development
- Contact parents when academic integrity concerns arise
- Model ethical and authentic behaviors
- Enforce compliance of academic integrity
- Clarify and follow through with protocols and policies with all parties

Violations of Academic Integrity Policy

Plagiarism

Forgery

Cheating

Theft

Collusion

Copying

Dishonesty

Lying

Assisting others in any of the listed actions

Plagiarism, Forgery, Theft

Hendrick Hudson High School is “committed to a safe and intellectual environment that honors original work. Students who are caught copying, plagiarizing, or forging school work may be subject to course failure, removal from the course, or other disciplinary action as determined by the teacher and administrator. Plagiarism and forgery may be serious enough in some cases to merit loss of credit” (Mahopac Central School District 23).



Courtesy of Mahopac High School - Survival Guide 2015-16

Violation examples

This is a brief list and is not by any means comprehensive. Other examples abound:

- Copying homework
- Copying a picture from Google Images without citation
- Copying from the Internet or Online Sources without citation
- Falsifying time stamps by changing time zones
- Texting information about a test after the exam
- Posting answers to a test or quiz online
- Creating cheat sheets
- Looking at someone else's exam during testing
- Discussing test answers before another class has to take the exam
- Taking credit for someone else's work, especially within a group setting
- Providing old or used exams/ tests/papers/essays to the next cohort (s)
- Storing information on cell phones or calculators to cheat on exams
- Missing a test, quiz, or due date under false pretenses ie. unexcused absence, guidance, music, nurse, etc.
- Forging parents' signatures or teachers' signatures
- Copying definitions from a textbook without citations
- Giving your work to someone else as to be used as their own
- Copying an idea or format for an essay or assignment and claiming it as original work
- Deleting or modifying someone's work without permission (ie. Shared Google Docs.)
- Creating a survey and then providing falsified responses
- Lying - ie. Lying about one's schedule of classes
- Paraphrasing material without citations
- Plagiarizing in all forms
 - According to the *MLA Handbook 8th Edition*,
Plagiarism is presenting another person's ideas, information, expressions, or entire work as one's own. It is thus a kind of fraud: deceiving others to gain something of value. While plagiarism only sometimes has legal repercussions (e.g., when it involves copyright infringement—violating an author's exclusive legal right to publication), it is always a serious moral and ethical offense...Plagiarism also can undermine public trust in educational institutions, if students are routinely allowed to pass courses and receive diplomas without doing the required work. (*MLA Handbook Eighth Edition* 6-7)

Consequences of Academic Integrity Violations*

Consequences for violations of academic integrity include the following:

First Offense: The first violation in any class will be addressed by the teacher. The student may receive a reduced grade or a zero for the assignment/test. Parents will be notified and the incident must be reported to the guidance counselor and to administration. A record of the incident will be maintained in the student's file. The student may be required to submit a written reflection about the incident.

Note: Administration may be involved at this stage depending upon the specific details of the incident. This may elevate a first offense to a higher level of intervention and consequence.

Second Offense: If there is a second violation, either in the same class or in any other class during any year that the student is enrolled in the building, the student and parents will be called to a meeting with the academic integrity committee consisting of the Assistant Principal, Guidance Counselor, Department Leader, and Teacher. The student will receive a reduced grade or a zero for the assignment/test. A record of the incident will be maintained in the student's file. The student will be required to submit a written reflection about the incident.

In addition to the above procedure, that committee can determine which of the further consequences outlined in the Student Code of Conduct may be most appropriate. These may include: counseling, removal from extracurricular activities, removal from the class, detention, or suspension.

Third Offense: As above, plus possible withdrawal from consideration for special honors and awards. Additionally, in the case of severe or pervasive dishonesty which calls into question a student's academic standing, the committee may recommend that the infractions be disclosed to colleges.

Continued Offenses: In addition to the above procedure, the committee [administrator] can determine which of the further consequences outlined in the Student Code of Conduct may be most appropriate.

***The above has been adopted from the Blind Brook School District's *Academic Integrity Report*.**

References:

Blind Brook School District. *Academic Integrity Report*. September 10, 2012. Blind Brook School District, 2012.

Half Hollows Hills School District. *Policy 4735 Academic Integrity Policy*. March 16, 2017. Half Hollows Hills School District, 2017.

Mahopac Central School District. *Student-Parent Handbook 2015-16*. "Mahopac High School--Survival Guide 2015-16." Mahopac Central School District, 2015.

MLA Handbook Eighth Edition. Modern Language Association of America, 2016.

Stephens, Jason M. and David Weingaard. *Creating a Culture of Academic Integrity: A Toolkit for Secondary Schools*. Search Institute, 2011.

Website Link:

<https://style.mla.org/plagiarism-and-academic-dishonesty/>

Core Values*

Glossary of Definitions

Truthfulness, sincerity, veracity, uprightness

- The virtue of respecting the property rights of others; the absence of any disposition to cheat, steal, or lie. (*Century Dictionary and Cyclopedia*)

Integrity – act in accordance with high moral principles, encourage high moral principles in others

- Steadfast adherence to a strict moral or ethical code. (*American Heritage Dictionary of the English Language*, 4th edition)

Respect – esteem for self and others, regard and care of other's point of view, regard, consider, reputation, admiration, reverence, honor

- Willingness to show consideration or appreciation. (*American Heritage Dictionary of the English Language*, 4th edition)
- The act of looking at or regarding, or noticing with attention; regard; attention. (*Century Dictionary and Cyclopedia*)

Trust – can be relied upon, have confidence in others, belief, expectation, confidence, reliance

- Firm reliance on the integrity, ability, or character of a person or thing (*American Heritage Dictionary of the English Language*, 4th edition)
- Confident expectation; assured anticipation; dependence upon something future or contingent as if present or actual; hope. (*Century Dictionary and Cyclopedia*)
- Reliance on the veracity, integrity, justice, friendship, or other virtue or sound principle of another; a firm reliance on promises or on laws or principles; confidence; belief. (*Century Dictionary and Cyclopedia*)

Responsibility – Accomplish what you commit to do, be willing to own what you do and say, embrace and advance the common good of our community, duty, requirement, obligation

- The social force that binds you to the courses of action demanded by that force (*WordNet 3.0*)

Independent/independence– self reliant, self-directing

- The state or quality of being independent; freedom from dependence; exemption from reliance on, or control by, others; self-subsistence or maintenance; direction of one's own affairs without interference. (*GNU Webster's 1913*)
- Free from the influence, guidance, or control of another or others; self-reliant (*American Heritage Dictionary of the English Language*, 4th edition)