

CARL SANDBURG
HIGH SCHOOL

respect
knowledge
collaboration
faculty
honor
responsibility
growth
positive
environment
scholarship
productive
ability
quality
students
credit
encourage
ability

Academic Integrity Policy

Academic Integrity

Honor Code

INTRODUCTION

The **Carl Sandburg High School** learning community is committed to providing programs and services that enable ALL students to demonstrate positive character, ethical decision-making, and effective problem-solving skills within a rigorous and relevant academic environment built upon productive and respectful relationships.

SUCCESSFUL **SCHOOLS**
SUCCESSFUL **STUDENTS**

S4 Touchstone

For all students of CHSD 230, we provide programs and services so that each student demonstrates:

- character that embodies accountability, responsibility, integrity, ethical citizenship, respectful relationships and positive leadership
- ethical, effective communication and “real world” skills necessary for success as an active participant in a rapidly changing, technologically global community
- critical thinking, effective problem solving and organizational skills
- their fullest potential by setting future-focused goals that result in adaptability for an ever-changing career climate
- growth through learning experiences that balance and blend rigor, relevance and relationship

**ACADEMIC
INTEGRITY**

The **acceptance of responsibility** in ensuring that all academic work, projects, assessments, exams, grades, and academic recognition of any kind are a direct reflection of one’s own abilities, knowledge, skills, talents, and academic growth.

Collaboration is an important component of the CSHS academic environment. It is a means of encouraging the sharing of ideas and abilities to promote the academic growth of all members of the learning community. This productive partnering is geared towards the mutual pursuit and two-way exchange of knowledge. In a collaborative relationship, all students within the relationship are expected to contribute equally to the work for which they will benefit from acquired learning, grade, and/or recognition received from that work. All students who are a part of the collaborative relationship are responsible for the quality and integrity of the work submitted.

Collaboration will be specifically authorized by teachers when assigning student work or assessments. Unless specifically authorized by the teacher, students are expected to complete work and assessments independently.

responsibility
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ACADEMIC DISHONESTY

Academic dishonesty is any act in violation of the CSHS Academic Integrity expectation outlined below. Each student is responsible for submitted work. If clarification or assistance is needed on an assignment, the student is responsible for seeking timely assistance from a teacher prior to the due date for the assignment. Submission of an assignment or assessment indicates the student understood the expectations and did not require further assistance.

Examples of academic dishonesty include, but are not limited to, the following:

- **Aiding or abetting academic integrity violations** – providing assistance to violators in terms of the violation or the subsequent investigation.
- **Obtaining or Providing an Unfair Advantage** – Causing oneself or others to receive credit for knowledge and/or skills not possessed and/or demonstrated.
- **Inappropriate Collaboration** – Collaboration on an independent assignment or failure to engage in a partnership within which a two-way exchange of ideas occurs.
- **Plagiarism or Copyright Violations**
- **Self-Plagiarism or Multiple Submissions of Work for Different Classes**
- **Fabrication** – Receiving credit for cited work in which the information has been falsified by the student.
- **Unauthorized access to or alteration of records and official documents**



CONSEQUENCES FOR ACADEMIC DISHONESTY

- DC Assigned academic consequence such as warning, phone call home, zero for assignment/project/assessment, redoing the assignment or assessment, etc.
- Deans' Office behavioral consequence for repeated offenses or for academic integrity violations that also involve other handbook violations. These may include phone call home, 3-6 detention, reeducation projects and/or program, internal suspension, external suspension, or expulsion.

Deans' Office consequences and restorative projects/programs will be assigned as a progressive response based upon the severity and frequency of the infraction(s).

- **For students currently involved or planning to be involved in co-curricular and/or athletic activities or clubs:** Students found in violation of the academic integrity provision of the student handbook may also incur a penalty, (AND/OR) may jeopardize eligibility to participate in future co-curricular and/or athletic activities, per the code of conduct, as determined by the Assistant Principal coordinating co-curricular activities or the Athletic Director.
- Students found in frequent or severe violations of the academic integrity code may also jeopardize eligibility for school recognition, school honors, and/or eligibility for school related scholarships.



COMMITMENT AND RESPONSIBILITIES OF CSHS LEARNING COMMUNITY MEMBERS

ADMINISTRATORS	TEACHERS	STUDENTS	PARENTS/FAMILY
Set clear expectations for, and model, academic integrity	Set clear expectations for, and model, academic integrity	Understand, and model expectations for academic integrity	Set clear expectations for, and model, academic integrity
Consistently and objectively enforce honor code.	Consistently and objectively address all suspected violations.	Consistently comply with all honor code expectations	Consistently support the objective enforcement of the honor code.
Provide education to staff, students, and parents regarding the honor code.	Provide education to staff, students, and parents regarding the honor code.	Seek clarification from teachers or parents when needed.	Seek clarification from teachers, students, administration when needed.
Assist students with making balanced choices regarding academic and co-curricular involvement	Assist students with making balanced choices regarding academic and co-curricular involvement	Make academic and co-curricular choices that are balanced, relevant, and realistic.	Assist students with making balanced choices regarding academic and co-curricular involvement



The CSHS Academic Integrity Board (AIB) was formed in the fall of 2010 as a mechanism of promoting academic integrity within all aspects of the learning community.

AIB has adopted a three-pronged approach to this endeavor, which includes Education, Prevention, and Intervention. AIB serves as an advisory group that contributes to the school improvement process and the application of the district's Successful Schools-Successful Students (S4) initiative.

AIB is comprised of student, faculty, parent, and administrative representatives and meets several times throughout the year to plan and evaluate activities intended to promote academic integrity.

RESOURCES

Visit the Academic Integrity link for additional information and an automated academic integrity online report form (<https://district.d230.org/sandburg/AI/default.aspx>).

REFERENCES

- <http://www.academicintegrity.org>
- <http://www.chccs.k12.nc.us/echhs/studenthandbooksect1.htm> (2008). Student Handbook, Illinois Math and Science Academy, Chicago, IL.
- (2009). Student Handbook, Mountain Lakes HS, Mountain Lakes, NJ



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