

Academic Honesty Policy



Harrison Central School District

International Baccalaureate Primary Years Programme

PURPOSE/PHILOSOPHY

As a learning community committed to academic excellence and personal integrity, The Harrison Central School District (HCSD) emphasizes a principled learning process for all students that recognizes and nurtures creativity and curiosity while respecting the ethics of personal integrity and ownership of ideas. Principled learners act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and broader community. Principled individuals take responsibility for their own actions and the consequences that accompany them. (*IB Learner Profile*, 2010)

Harrison students are encouraged to access opportunities to actively engage and collaborate throughout the learning process. Students must also learn to understand the difference between their own knowledge and skills and the intellectual property of others.

Guided by this philosophy, this policy seeks to accomplish the following:

- Define the associated terms and additional guidance required to support a common understanding of academic honesty throughout the entire learning community;
- Establish the roles and responsibilities of the various groups within the learning community (student, teacher, school, parent);
- Identify possible consequences resulting from actions that violate the principles of academic honesty;
- Ensure that the policy is transparent by communicating the policy and subsequent reviews of the policy with all members of the learning community.

DEFINITIONS

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. Students do their own work and give credit to others for their ideas. They will strive to do the following:

Give credit to other people for their ideas and work to avoid ***plagiarism***.

Let others do their own work to avoid ***collusion***.

Do our own, original work for each assignment to avoid ***duplication of work***.

Follow the rules and play fairly to avoid ***unfair practice***.

ROLES AND RESPONSIBILITIES

Members of the entire learning community share in the responsibility of promoting academic honesty.

Students: “Academic honesty requires an understanding of the difference between academic honesty, intellectual property, plagiarism, and authentic authorship. Students should recognize that they are personally responsible for academic honesty and be able to recognize what behaviors constitute academic misconduct” (*Academic Honesty in the IB Educational Context*, August 2014, p.8) As such, it is the role of the student to:

- be an honest member of the learning community
- take responsibility for their own work and give credit to others for their own work
- understand that the purpose of assessment is to show what you know

Teachers: “Teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study.” (*Academic Honesty in the IB Educational Context*, August 2014, p. 12) “Teachers can encourage this engagement by establishing clear and engaging learning objectives and assessment practices while also providing time for individual evaluations of progress to avoid social comparisons or performance differences.” (*Academic Honesty in the IB Educational Context*, August 2014, p. 8) As such, it is the role of the teacher to:

- provide and discuss age-appropriate scenarios demonstrating academically honest practices in the context of their individual and group tasks;
- assist students in developing personal responsibility for learning using the approaches to learning (self-management skills, social skills, communication skills, thinking skills, and research skills) to develop the tools necessary to maintain academic honesty;
- educate students on how to collectively collaborate;
- support students in understanding how and when to give others (classmates, authors, etc) credit for their work;
- model being an honest member of the learning community.

Administrators: “Schools should employ the attributes of the IB learner profile...when providing examples and models of academic honesty for students that support approaches to learning, classroom and homework practices, group work and other activities. These practices should be clearly communicated to all members of the school community and modeled at a level appropriate for the age of the student.” (*Academic Honesty in the IB Educational Context*, August 2014, p. 8) As such, it is the role of administrators to:

- provide guidance for faculty and students in instances where questions regarding academic honesty arise;
- maintain fairness and consistency;

- keep records of incidents involving questions of academic honesty to ensure consistency and also highlight trends;
- communicate with families and students regarding consequences for lack of academic honesty;
- model and support positive academic practices for teachers and staff.

Parents/Guardians: As members of the school community, it is the role of parents to:

- understand and reinforce the expectations of the Academic Honesty Policy;
- encourage their child to exercise academic honesty in all aspects of their work;
- encourage their child to actively participate in a culture of academic honesty in school.

CONSEQUENCES FOR LACK OF ACADEMIC HONESTY

To underscore the importance of these principles, the *HCSD Academic Honesty Policy* has been developed in accordance with the District's *Code of Conduct*. Students who fail to meet the expectations for academic honesty are subject to all of the possible consequences detailed in the *Code of Conduct*.

COMMUNICATION OF POLICY

The District will work to ensure that the community is aware of this Academic Honesty Policy by posting the policy on the schools' websites, updating and it with changes or other amendments in a timely manner.

A committee of stakeholders will facilitate a review of the Academic Honesty Policy and update it as necessary. In conducting the review, the committee will consider how effective the Policy's provisions have been and whether the Policy has been applied fairly and consistently.