

Academic Honesty Policy

Bishop Grimes Jr./Sr. High School is committed to and values the highest level of academic achievement and integrity. It is the expectation of the school that all members of the Bishop Grimes community strive to be principled, act with integrity and honesty with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. In addition, Bishop Grimes Jr./Sr. High School believes that academic honesty in all classes teaches and promotes self-management and communication, as well as thinking and research skills, which are necessary life skills beyond the walls of the school community. It is the school's objective to work together as a community of teachers, students, administrators, and parents to ensure that our students have access to and use resources of the highest academic quality that are then properly credited and cited by students. Additionally, students are required to create original and authentic work on their assignments, tests, research papers, and other assessments as teacher guidelines require. **Referenced work that is quoted or paraphrased must be clearly acknowledged in the body of the assignment and again in the student's works cited/works consulted page.** To understand academic honesty it is important to also examine the forms of academic misconduct.

Academic misconduct is a behavior, whether deliberate or inadvertent, that results in, or may result in, a student or any other student gaining an unfair advantage in one or more components of an assessment. A behavior that disadvantages another student is also viewed as academic misconduct.

Academic misconduct includes, but is not limited to, the following aspects:

a. Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. According to *Research and Documentation in the Electronic Age*, Fourth Edition, by Diana Hacker, "Forms of plagiarism include a failure to cite quotations and borrowed ideas, failure to enclose borrowed language in quotation marks, failure to put summaries and paraphrases in your own words, and submission of someone else's work as your own." Plagiarism is not limited solely to text. It also includes not properly citing diagrams, statistical data, images, videos, audio, music, and works of art.

Examples of plagiarism include but are not limited to:

- Not citing as a quote exact words from an author.
- Not giving appropriate credit to a passage that you reword or paraphrase from another author.
- Purchasing a research paper, take home test, or assignment.
- Turning in a paper written by someone else.
- Copying a painting or other work of art and passing it off as one's own.
- Using or referencing an image in the text of a paper or project without citing it.
- Paraphrasing a broadcast without citing it.

b. Cheating is defined by *Merriam-Webster's Online Dictionary* as "getting something by dishonesty or deception."

Examples of cheating include but are not limited to:

- Copying another student's assignment.
- Using restricted books, notes, cheat sheets, calculators, mobile phones, tablets, or other programmable electronic devices during a test.
- Putting your name on and turning in an assignment or test completed by another.
- Obtaining answers from a test from another student with or without their consent.
- Submitting the same work for different assignments. All submitted student work must be wholly authentic, original, and unique to the assignment upon completion.
- Using "cheat sheets" or "crib sheets" during an assessment.

c. Collusion is defined as supporting malpractice by another individual, as in allowing one's work to be copied or submitted for assessment by another.

Examples of collusion include but are not limited to:

- Allowing someone to copy your assignment.
- Giving out test questions or answers after you have taken a test to someone who is yet to take the test.
- Sharing or receiving information about the content of an examination via any form of communication/media.
- Allowing someone to copy from your test.
- Writing a paper or completing a test or assignment for someone else.

d. Duplication of Work is defined as the presentation or submission of the same work for different assessment components and/or course requirements. This may include attempting to obtain points by modifying a previously marked essay, project, research paper, etc.

e. Fabrication is defined as “making up for the purpose of deception,” (*Merriam-Webster's Online Dictionary*).

Examples of fabrication include but are not limited to:

- Making up results or statistics that are not true to support an argument.
- Padding a Works Cited/Works Consulted page with sources that were not really used.
- Inventing resources that do not exist.

f. Misconduct during an assessment, which may include behavior that disrupts, disturbs, or distracts other students and/or the teacher/proctor; communicating with another student; or bringing a prohibited item into a testing room (i.e., cell phone or food)

g. Other Behaviors that gain a particular student(s) an unfair advantage or that affects the results of another student. These behaviors include, but are not limited to:

- Falsifying records (i.e., submitting unearned or falsified Service Hours)

Bishop Grimes Jr./Sr. High School is a faith-centered institution, as such we uphold the virtues and beliefs of the Catholic faith. We acknowledge the definitions of academic misconduct, and we recognize these actions as nothing less than stealing, cheating, and lying, all of which are contrary to the basic tenants of our faith. Consequently, we treat any incidence of academic misconduct with the utmost seriousness.

Bishop Grimes Jr./Sr. High School also works to instill the attributes found in the Profile of the Bishop Grimes Jr./Sr. High School Graduate in our students. The main learner profile trait that relates to academic integrity and honesty is that a Bishop Grimes student will “exhibit behavior and make decisions that reflect high moral character and values of our faith: integrity, honesty, self-control, and concern for others. Students are expected to act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Students must take responsibility for their own actions and the consequences of their choices.

In recognition of the importance of this matter, at the start of each school year faculty members will spend time speaking to students about academic honesty, its importance in our school community, and consequences that result from academic misconduct.

Through a series of lessons delivered by faculty members, students learn how to create authentic and properly cited research papers using MLA conventions. Students are also instructed on how academic honesty is achieved and academic misconduct is avoided. Finally, students are made aware by faculty members that a breach of academic honesty will have serious consequences at any level.

Academic honesty as it relates to reports, essays, or research projects is that the student acknowledges the contributions of others in the completion of work and does not misrepresent work as his or her own when it is not. Students are expected to gather information and ideas from a variety of sources and should then choose what is most relevant and reliable for the completion of their assignment. When writing reports or essays for any class, students must acknowledge these sources using the correct MLA format. This includes using parenthetical citation, Works Consulted, and Works Cited pages. Bishop Grimes' English and Social Studies Department members will instruct students in the use of these conventions. This expectation is for students at all grade levels.

Roles of Stakeholders

To ensure that students are able to maintain an atmosphere of academic honesty, it is the work of all teachers, students, administrators, and parents. Each stakeholder plays an important role.

Teachers will continually promote and encourage wholly authentic work by reviewing expectations, teaching the importance of not only citing the work but proper citation, discussing the value and importance of academic honesty, preparing students for the challenges of the classroom, actively proctoring tests/quizzes, modeling academic honesty in the classroom and school, and reporting all cases of academic misconduct to administration and parents/guardians. Teachers are also expected to minimize opportunities for students to partake in academic misconduct. This may include making sure no student has a cell phone on their person during an assessment, arranging the classroom in such a way that students are not able to read each other's answers, differentiating assignments whenever possible so students are less inclined to copy others' assignments, and varying assessments or labs from year to year.

Administrators will enforce the Academic Honesty policy by determining cases of academic misconduct. Administrators will make the Academic Honesty policy available to all students, teachers, faculty, staff, and parents/guardians. They will record all violations in the school's student information system and make determinations of discipline to ensure fair and appropriate enforcement.

Students will follow the guidelines of the Academic Honesty policy, avoid situations that would create distrust, cite all resources, and seek guidance when unsure how to cite a source or if an action will violate the Academic Honesty policy. Additionally, students should strive to work independently, exhibit confidence in their work, and extend credit to group members for individual contributions in all projects.

Parents/Guardians will help their student follow the guidelines of the Academic Honesty policy by encouraging students to plan each assignment, providing support with time management due to students having many assignments to complete, establishing a consistent level of communication with the school so that a parent/guardian understands the requirements of the academic program and what is expected of students, and encouraging students to ask their teachers for advice if the student is having difficulty with his/her work.

Academic Honesty within Junior High School

The early- and mid-adolescence years are crucial to self-development. As such, the Junior High program of studies seeks to help students develop strategies to create and consume information in the context of building

Revised July 2020

more adult-like personal and social identities. In addition, during early- and mid-adolescence, many students experience increasing personal, family, and peer pressure to achieve and perform. In this context, academic honesty must be viewed as a larger set of values and skills that promote personal honesty and good practice in learning and completing assessments.

In the Junior High program of study, learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research, and communication. In a number of subjects, students are introduced to the practice of keeping reflective and/or process journals as a tool that promotes academic honesty. In certain cases, students are required to declare the academic honesty of their work before submission. Junior high school teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience, they can develop the understanding and behaviors necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects that they will encounter in high school.

Academic Honesty within the High School

High school students are often able to enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. High school students are, appropriately, less dependent on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. However, high school students also experience a set of emotional pressures – the pressure to perform well on assessments, the stress of college admissions, time pressures – exerted by a system that can be seen to reward the individual's end result over the work required to get there. Teaching and learning in the high school course of study must develop positive behaviors that students will need to demonstrate clearly in order to show that they have completed their work carefully, honestly, and authentically.

In their academic work, high school students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of students in the junior high school. High school students investigate and evaluate the usefulness of a greater variety of resources. They are expected to incorporate and reference them within increasingly complex formats. At times this level of rigor may present a challenge to students who know right from wrong but may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All students are expected to understand the importance of acknowledging others because it is a central feature of the inquiry-based approach promoted in the Bishop Grimes course of study. In the High School course of study, this requires the explicit teaching and learning of specific conventions accepted in the school community for being transparent about the use of ideas and the work of others – note making, in-text citation, and the preparation of a bibliography, to name only a few examples.

Levels of Academic Misconduct

Bishop Grimes Jr./Sr. High School has identified three levels of academic misconduct.

Level 1: Incidents of Level 1 academic misconduct are primarily situations which are dealt with at the classroom level and teachers have wide discretion in what constitutes Level 1 and the resulting consequences. Examples of Level 1 infractions include spur-of-the-moment wandering eyes on assessments; repetitive missing or incompleteness of assignments or assessments; and infractions involving classroom and homework assignments. Academic departments have developed procedures for addressing Level 1 incidents of academic misconduct, which teachers communicate to students. It is the responsibility of the student to be aware of what constitutes a Level 1 infraction in a particular course. The student may receive a warning or loss of credit on an

assessment or assignment. At the teacher's discretion, the penalty may include a reduction of points, the need to redo an assignment for a reduced number of points, or it may be as severe as a zero on the work involved.

Level 2: Level 2 incidents of academic misconduct are situations that involve more serious ethical violations in which a student may gain an unfair advantage over another student(s). Examples of Level 2 infractions include, but are not limited to, plagiarism, collusion, cheating, duplication of work, and fabrication. In instances of Level 2 infractions, the penalty may include a reduction of points, the need to redo an assignment for a reduced number of points, or it may be as severe as a zero on the work involved. The teacher will also notify the student's parent(s)/guardian(s) by phone or in person of the infraction. The student's academic counselor, Dean of Students, and administrators will be notified as well.

Level 3: Level 3 incidents of academic misconduct involve serious ethical violations and/or deliberate failure to adhere to school policy. Level 3 infractions include repeat occurrences of Level 2 infractions in any combination of classes; forms of premeditated cheating; involvement in cheating conspiracies; theft of assessment, instructional, or administrative material; blatant disregard of school directives or standards; and behavior that is threatening toward faculty or students for the purpose of gaining an unfair advantage. If the violation has occurred as part of a class, the student will receive a failing grade for the marking period and/or semester, which may result in the student being dismissed from the school community. The student's parent(s)/guardian(s) will be notified and an in-person conference will be required with the student's academic counselor, Dean of Students, and administrators when warranted.

Procedures to Follow when a Student is Suspected of Academic Misconduct

In all cases, if a student is suspected of academic misconduct during an in-class assessment, the teacher will move the student and remove anything from his/her reach that the student was using to gain an unfair advantage on the assessment. Assuming the student cooperates and does not cause disruption, the student will be allowed to finish the assessment. The student will be notified of the suspected academic misconduct by the teacher, and the teacher will contact and talk with the student's parent(s)/guardian(s) either in person or on the phone.

The student will be required to write and submit a formal statement to the teacher regarding the incident. The teacher will make two copies of the statement which will be given to his/her parent(s)/guardian(s) and the Dean of Students and administrators.

Upon further investigation, if the student is found to have committed a level of academic misconduct, either intentionally or unintentionally, the teacher/administrator will impose a consequence that is commensurate with the level of the infraction. In addition, based upon the severity of the infraction, the student may also face additional disciplinary action. The teacher/administrator is responsible for entering details about the infraction into the disciplinary module in the school's student information system. Details should include: the infraction, penalty, date, and details of discussions with the student and parent(s)/guardian(s).

If a student or parent/guardian believes an incorrect determination has occurred, the student or parent/guardian may appeal the determination to the Dean of Students who will investigate the occurrence. The Dean of Students will render a decision after consultation with the administration. The decision of the administration is final.

If a student is found to be involved in multiple infractions of academic misconduct, the teacher will notify the parent(s)/guardian(s) of the incident either in person or on the phone, give the student a zero on the assessment/assignment, and the teacher will submit the student's formal statement and referral to the administration for possible further disciplinary action. Repeat offenses of academic misconduct by a student may result in an afterschool detention, student suspension, a failing grade for the academic quarter, loss of course credit, and/or possible expulsion.

If a pattern of academic misconduct begins to emerge, the Dean of Students and an academic counselor will attempt to work with the student, his/her teachers, and the student's parent(s)/guardian(s) to remediate these behaviors. During the course of these interventions, other sanctions may be put in place toward the goal of permanent remediation. If the student refuses to participate in remediation efforts, the student may be required to withdraw from the school.

Distribution of Academic Honesty Policy

This policy will be widely distributed annually and will be available for review annually by both administrators and individual classroom teachers. Parent(s)/guardian(s) and student(s) will also be required via signature of the Bishop Grimes Parent/Student Handbook Signature Form to acknowledge that they have received and will be governed by this policy.

Review of Academic Honesty Policy

This policy will be revisited and revised when necessary by appropriate stakeholders within the Bishop Grimes Jr./Sr. High School community.