

## Statement on Fair and Honest Academic Practices at WKHS

### 1. Statement on the Value of Fair and Honest Academic Practices:

At Worthington Kilbourne High School, we prioritize student learning and personal growth. We believe that students learn best and teachers teach best when we establish trust together. In order for students to learn, they must produce their own thinking and work for classes and gain feedback and further instruction from their teachers. In order for teachers to help their students learn, they must set clear expectations and assess honest representations of student knowledge and skills. As a group of learners, students must endeavor to maintain fairness for fellow students as well.

### 2. Definitions of honest and fair practices:

Honesty is the foundation of relationships, the gateway to trust, and the bedrock for teaching, learning, research and service. Being honest means telling the truth and it includes telling the full truth in times when it would be convenient to omit parts of the story. Honesty also requires volunteering information without being asked if you know the other person should have that information.

Fairness is crucial to mutual respect and teaching and learning. Through predictability, clear expectations, consistency, careful listening and just responses to dishonesty, teachers and administrators demonstrate their commitment to fairness at WKHS. Students demonstrate their commitment to fairness by following the guidelines for academic honesty and fairness practices and reporting information about dishonest/unfair practices.

### 3. Definitions of dishonest and unfair practices

Academic dishonesty is defined as giving or receiving unauthorized help on school work. Unfair practices are those which give undue advantage or disadvantage to students.

Examples of dishonesty or unfairness include: cheating, lying, fraud, misrepresentation, theft, and other forms of dishonest behaviors that jeopardize the trust of our learning community.

### 4. Expectations of teachers

Teachers are expected to teach students how to produce authentic, original work for their classes and how to give credit to sources (including reteaching skills as needed). Teachers should be explicit and clear in their expectations for student behavior, for allowable and restricted resource use, and for explaining consequences related to dishonest or unfair practices. Teachers are also expected to provide guidelines to students at the beginning of the course and to teach students about specific requirements in their subject area, or unique requirements for individual assignments.

### 5. Expectations of students

Students are expected to produce authentic, original work for classes. Students should pay attention to the rules and expectations of teachers of their classes, comply with requirements

and resource use restrictions, cite sources of information appropriately and understand potential consequences. Students are expected to report violations of academic honesty to trusted adults when they discover dishonesty or unfair practices.

6. Expectations of the school

Administrators and staff are expected to maintain fairness and consistency in regulations of honesty and fairness in the school. Administrators should play an active role in promoting awareness of the value of honesty and fairness in educational settings and support teacher professional development, student learning and community understanding in the process.

7. Expectations of families

Families should familiarize themselves with WKHS practices surrounding honesty and fairness, discuss those expectations with students, and remind students of the importance of consulting with teachers if there are areas of confusion or concern. Families have the opportunity to discuss real-world applications of the importance of honesty and fairness with students.

8. Tiered systems of response and consequences

**Tier 1:**

Description: A student has violated WKHS academic honesty and fairness standards on a formative assessment or a minor assessment in a course (such as a draft, a homework assignment, a quiz, etc.). Tier 1 may also apply in a major/summative assessment if a student makes a mistake citing a work or misunderstands guidelines and is willing to revise to the specifications.

Teacher Responsibility: The teacher will investigate to determine if this is a Tier 1 offense and will use the opportunity as a teachable moment to address the student's lack of understanding/lack of compliance with the policy. Grading consequences are at the discretion of the teacher. The incident will be logged in IC to maintain accurate, cumulative records of student behavior and coded as not requiring administrative action (code as "5 - Cheating and Plagiarism (Academic Dishonesty)"). The teacher will notify the administrator and the family of the student of the incident and the consequences within three days of discovery.

Student Responsibility: The student will use the opportunity to learn more about the skills needed (citing works) and classroom guidelines for fair and honest work. The student will review expectations of the teacher and the school and commit to academic honesty and fairness in future assessments.

Administrator Responsibility: The administrator will support the teacher and monitor IC for similar infractions.

**Tier 2:**

Description: A student has violated the WKHS academic honesty and fairness standards on a major or summative assessment in a course (such as a final paper, unit test, research project, lab report, exams, etc.), and/or repeatedly violated the academic honesty and fairness standards on formative/minor assessments. This tier can also address a student violating the standards in multiple courses.

Teacher Responsibility: The teacher will investigate and share their findings with the administrator, along with the teacher's statement on the incident. It may be appropriate to interview the student for more information. Care should be taken to protect the privacy of students when multiple students are involved. The teacher should take the time to calmly outline the ways in which the student was academically dishonest/unfair to other students and discuss this with the student.

Student Responsibility: The student should comply with the investigation. The student should also provide a statement or meet with the administrator to share information about the situation.

Administrator Responsibility: The administrator should interview or read statements from the teacher and the student, review evidence and determine whether or not the student has violated the standards within three days of notification. If the administrator finds the student has violated academic honesty and fairness, the administrator will authorize the grade of "CH" (cheated) in Infinite Campus with an opportunity to redo the assessment for a maximum grade of 80% on the new assessment. The administrator will communicate the situation and outcome to the student, teacher and family as well as enter the incident into IC (code as "5 - Cheating and Plagiarism (Academic Dishonesty)").

Option to assign a detention/assignment on academic honesty to be completed by the student in detention, depending on the situation.

\*Repeatedly violating the WKHS standards on major, summative assessments will result in a change to the Tier 2 consequences. The student will still be encouraged to redo the assignment, but the maximum score will be reduced to 60%. Administrators may also determine other consequences upon repeated violations.

### **Tier 3:**

Description: A student has violated an external vendor's academic honesty standards on a major assessment (such as Ohio State Tests, OELPA, SAT, ACT, IB or AP). Typically, if the student has been found in violation of the testing protocols by these outside vendors, the student will not be awarded a score and will forfeit any fees paid for the exam. The OST can contribute to a student's graduation seals, so that could become a consequence. ACT and SAT are often used for college applications, so that could become a factor. AP and IB scores often yield college credit, so that could become a consequence.

Teacher/Proctor Responsibility: Document evidence and details of the incident and report following the procedures outlined by the testing organization.

Student Responsibility: Comply with the investigation.

Administrator Responsibility: Communicate with the vendor of the test and collect evidence/statements. As the incident is adjudicated externally, communicate steps and consequences to the student and family.

Examples of dishonest/unfair practices:

- Copying or photographing work from another student, a former student, an online source, or teaching materials
- Rewording or rephrasing answers from another's work without giving credit to the original source
- Sharing test questions or answers with other students or seeking test questions or answers from other students in conversation, via text or email, etc.
- Discussing test items with other students during the test, or while the test is still taking place in other sections or classes
- Working with a partner or a group on an assignment that is assigned to be completed individually (whether as a conversation, a group chat, or other methods)
- Sharing data, quotations, packets or other forms of information with other students without teacher permission
- Intentionally delaying taking an assessment (via absence or other explanation) in order to gain more time to prepare
- Sharing documents or access to online materials (such as Google Drive) without teacher permission
- Accessing and using another student's accounts
- Purchasing materials and submitting them as original works
- Generating responses or assignments with the help of AI tools and submitting them as original works
- Using tools that are not allowed by your teacher for help on assignments (for example, using Google Translate for a Spanish vocabulary assignment, consulting Spark Notes in lieu of reading an ELA text, asking an adult to extensively edit a paper you are supposed to write yourself, asking your tutor to tell you the answers to math problems, etc.)

Examples of honest/fair practices:

- Citing sources consulted in produced work or quoted within work
- Asking a teacher for help or clarification on an assignment
- Asking Academic Assistants to explain a lesson or how to approach an assignment
- Working with a partner or group on work the teacher intends to be a group assignment

- Reviewing or studying with another student in preparation for a test as long as neither student has seen the test
- Chatting with a friend as you complete homework, as long as you are discussing your process, not your product
- Sharing documents with partners in group assignments
- Asking another student for clarification on an assignment
- Consulting outside sources (like You Tube or an encyclopedia) to better understand concepts in a lesson

When students wonder if something is fair/honest, please ask the teacher for clarification!

This statement was last updated January 2023 and will be reviewed in September 2023.