



SENIOR HIGH ACADEMIC INTEGRITY POLICY

SCHOOL PHILOSOPHY

'Pursuing Excellence with Integrity'

In keeping with the mission of Cincinnati Christian Schools, we advocate and expect a high standard of ethical behavior, scholarship, academic honesty, and integrity.

We are convinced that neither pressure for grades nor inadequate time for studying or completing an assignment justify students acting dishonestly. To that end, we will not tolerate any infractions that create or result in an unfair academic advantage for one student, or disadvantage for another. In short, any form or act of academic dishonesty will undermine our standards of excellence and violate the trust that bonds all members of the school community.

DEFINITION OF ACADEMIC INTEGRITY

Academic integrity means that you are honest in your academic life and protect the honesty of your academic work and the academic work of others. A lack of integrity in academia is defined as using another person's work, concepts, data, ideas, research, or documentation, without giving proper credit to the source. It goes beyond plagiarism to also include lying, cheating, using or providing unauthorized materials in preparation for an exam/test/quiz, or using or providing unauthorized materials during an assessment, such as the theft or falsification of records and files.

FORMS OF ACADEMIC DISHONESTY

Academic integrity violations encompass any act that compromises or subverts the integrity of the educational or research process. These offenses include, but are not limited to: cheating, fabrication, plagiarism, and facilitation.

Cheating: The intent to, an attempted act, or an act by which a student deceives, acts dishonestly, or misrepresents work that he/she has or will produce on a school assignment or assists another student to misrepresent his/her work. The range of cheating extends from homework to exams, projects, papers, lab reports, etc. Examples of cheating include but are not limited to:

- Attempting to or copying from others;
- Communicating or attempting to communicate answers, hints, or suggestions during an examination;
- Using unauthorized materials or resources to complete an exam or assignment;
- Using an electronic device (calculator, cell phone, camera, or other gadgets) to give or receive or copy information before, during, or after an exam, test, or quiz;
- Collaboration on an exam, test, quiz, or assignment with any other person without prior approval from the teacher; and
- Using online problem-solvers or guides to complete assignments.



Forms of Academic Dishonesty Continued

Fabrication: The use of invented information or the falsification of research or other findings. Examples of fabrication include but are not limited to:

- Submitting as one's own any academic exercises prepared totally or in part by another person (be that another student, friend, or parent);
- Citing information not taken from the source indicated. This may include incorrect documentation of secondary source materials; e.g., using the bibliographic information from a source instead of going to the original source;
- Listing sources in a bibliography not used in the academic exercise;
- Submitting fictitious information in a paper or other school assignment.

Plagiarism: The inclusion of another's words, ideas, or data as one's own work. This covers unpublished as well as published sources. Examples of plagiarism include but are not limited to:

- Quoting another person's words (written or spoken), sentences, paragraphs, or entire work without acknowledgment of the source;
- Utilizing another person's ideas, opinions, or theory without acknowledgement;
- Failing to cite the words, images, music, video, or other forms of communication in any assignment, project, or assessment;
- Copying and pasting from an online source and submitting it as one's own work;
- Paraphrasing source material without citations.

Facilitation: Knowingly or intentionally assisting any person in an academic integrity violation. Students who engage in facilitation are also subject to disciplinary action for integrity violations. Examples of facilitation include but are not limited to:

- Giving another student one's assignment or paper (or portion thereof);
- Giving another student answers to a test or assignment;
- Letting another student copy one's answers to any assignment;
- Creating unfair opportunities for students in other sections of a class by communicating or giving any test or assignment information, questions, or answers to students in another class, or other sections of the same class.

CONSEQUENCES FOR VIOLATIONS

Cincinnati Christian Schools considers violations of the Academic Integrity Policy to be serious offenses and all students will be held responsible and accountable for such violations. To that end, the consequences below represent a list of *possible* consequences to be instituted at the discretion of the teacher and administration. **Note that violations of the Academic Integrity Policy are cumulative for all of the years a student is enrolled at Cincinnati Christian Schools (grades 9-12).**



At a minimum, the following consequences will occur:

- A student will lose all credit (receive a zero) for an assignment/assessment when it has been determined that the student violated this policy. Additional disciplinary actions may be taken, up to and including suspension and expulsion. Disciplinary action will be determined based on such factors as, but not limited to, repeat violations of this policy and whether a student assisted others in violating this policy.
- The teacher will confer with the student to review the breach of academic integrity.
- The teacher or administrator will contact the parent/guardian by phone or email to review the breach of academic integrity.
- The teacher will submit a written referral, with appropriate documentation, to the principal who will meet with the student.

Further possible consequences include:

- The student may be assigned detention(s) or Saturday School.
- The student's eligibility for any award, letters of recommendation, or honor representing CCS will be considered in light of the integrity issue.
- For a specified period of time, the student may be barred from participation or having a leadership role in a club, scholarship group, student government, athletic team, honor society, or other extracurricular activity determined by the administrator.
- The student may be suspended or expelled at the discretion of the administration.

Policy Adopted: July 2013

Cincinnati Christian Schools acknowledges Woodside High School in Woodside, Cal, Staples High School in Westport, CT, DuPont High School in Greenville, DE, and Quinnipiac University whose Academic Integrity Policies were helpful resources in the creation of this policy. Additionally, much of the research and terminology herein is credited to the St. Joseph High School in Trumbull, CT, the Fremont Union High School District in Sunnyvale, Cal, and the Ledyard Public Schools in Ledyard, CT.



ACADEMIC INTEGRITY POLICY

STUDENT RESPONSIBILITIES:

Having read and understood the seriousness with which CCS views Academic Integrity; I hereby strive to maintain a sense of honor and integrity in my schoolwork. In doing so, I am determined to:

- Observe the guidelines of the Academic Integrity Policy;
- Learn how to attribute work properly by citation, footnote, and bibliography;
- Set aside sufficient time to study;
- Participate actively in class and attend regularly;
- Protect my work by not lending it to others;
- Observe test time limits;
- Not look at another's test or allow my test to be seen;
- Not talk about a test until all classes have had a chance to take it;
- Not represent as my own the work of a parent, brother, sister, or anyone else;
- Not change a test item in any way when the test is returned for review;
- Not allow one member of a team to do the whole task.

PARENT RESPONSIBILITIES:

Understanding that Academic Integrity is an integral part of the learning community at Cincinnati Christian Schools, as a parent, I am determined to:

- Communicate to my student(s) values of moral and ethical behavior;
- Be aware of my student's need for a quiet time and place to study;
- Support my student's efforts, but not edit, type, or in any other way do the work;
- Encourage wise use of time;
- Facilitate open communication between school and home.