Purpose / Introduction
Academic honesty and personal integrity are fundamental components of a student’s education and character development. At Fairview, we believe that promoting academic honesty is the responsibility of the total school community. Principled learners demonstrate academic honesty and personal integrity. Community members, staff, parents, and other stakeholders will support Fairview students in demonstrating academic honesty.

Fairview High School Mission Statement
Fairview High School is committed to providing a rigorous academic program in an atmosphere of caring which will challenge all students to perform quality work and become prepared to be: creative and critical thinkers, lifelong learners, productive and responsive international citizens, and positive moral leaders in the 21st century.

International Baccalaureate’s Mission Statement
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Rationale behind the policy
At Fairview High School, we seek to foster an inclusive environment where each student has the academic support and freedom they need to excel. It is vital for the students at Fairview to grow academically and as a community member. Fairview emphasizes the qualities of kindness, community, scholarship, and integrity in order to contribute positively to a student’s character during their time in high school. We believe each student at Fairview will be well-qualified and capable of tackling the challenges that they may face, and will be ready to step up as a leader. Integrity is a critical piece of character development. At Fairview, it is necessary for students to realize their potential while adhering to the academic integrity policy. Students, staff, and parents will be able to support the student’s academic path while developing positive moral traits. Performing one’s best work, without shortcuts, is being responsible toward one’s own character and integrity. The IB Learner Profile (see addendum) provides additional impetus for policy rationale.

Details and advice on student responsibilities
Students are expected to perform honest work. They are expected to neither give nor receive unfair advantages to/from another student, a teacher, a parent, or otherwise. Cheating is a deliberate and harmful action, both to the student and to others, that includes, but is not limited to, misrepresentation, obtaining unauthorized information, or tendering of information. More details on the specifics of cheating can be found in the FAQs. Students should feel a responsibility to create original, high-quality work, and provide an environment where others have the opportunity to do the same.

Details and advice on teacher responsibilities
Collaboration is encouraged in the classroom, cheating is not. Teachers should be wary, but never accusatory, of the multiple platforms to which a student may have access. There are simple ways to prevent dishonesty in a classroom setting, such as creating original test questions, refraining from giving take-home tests, staying in the classroom while students are taking a test - this includes instances of make-up tests, and so on. It is necessary to be aware of the consequences of misconduct, and to strictly follow through with the entire process once there is a violation of the academic honesty policy.

Details and advice on parent role and responsibilities
Parents are important influencers during the education process. Parents should be aware of the level of stress that a student may experience during high school, empathize and encourage the student, and refrain from placing any unnecessary or unrealistic expectations on the student. There may be times when parents feel the urge to write an essay or complete a project for a student. It is important to realize that although a student may receive a higher grade due to additional help, not only are the skills of time management and character development are much more valuable in the long run, but this is a violation of the academic honesty policy.

Details and advice on school responsibilities
Fairview’s faculty is here to aid students and to help prevent academic dishonesty. Fairview strives for a cohesive and consistent policy to be utilized by students and faculty; ensuring that a school-wide policy is enforced and made readily available to students, parents, and teachers creates little room for confusion and misinterpretation. It is the responsibility of teachers to be aware of the policy and to follow it in every instance of academic dishonesty. Fairview must ensure that every student faces the same consequences for their actions, and that cheating is not addressed differently on a case-by-case basis, as this does not maintain fairness and consistency for students and staff. By encouraging conversation and outlining the policy in classrooms, awareness can be brought to the issue of cheating and create an environment where students are well-aware of the policy and consequences of violation. Conversation and collaboration amongst teachers are encouraged in order to best address academic dishonesty in all of its manifestations. It is crucial to promote learning at Fairview, as this is the overall goal of education.

Parent responsibilities (helpful vs. unhelpful)
Parents have an important role to play when addressing academic dishonesty and all aspects of their child’s education. Parents can have a profound impact on a student’s academic behavior. Offering aid, in the form of completing an assignment, such as a paper or project, or in the form of allowing a student to miss school in order to postpone an assignment not only has negative
effects on the student’s understanding of appropriate academic behavior, but it is allowing the student to cheat. Parents can help mitigate academic dishonesty and appropriately aid their child by promoting realistic expectations and results. By emphasizing learning over grades - though grades have their merits - parents can reduce a student’s stress level and academic burden.

Measures taken to support
In the instance of an infraction, the student may receive support from peers involved, parents, or teachers. Students will be given a chance to express their side of the story and the involved faculty will listen respectfully. If needed, students may also seek the support of the Dean of Students in representing themselves. The student may also make their case, depending on the situation, in front of a student panel, selected from the Honor Council constituents.

Examples of expectations
- Ask the teacher about their specific guidelines for an assignment if confused.
- Do not share your presentation/project/test unless you have explicitly asked the teacher, as some teachers do reuse assignments/assessments from previous years. [Teachers are encouraged against reusing assignments. See the section above on teacher responsibilities]
- Do not share homework with other students unless the teacher has specified that you may.
- Do not use the internet or solutions manuals (e.g. CalcChat) for homework solutions unless the teacher has given you explicit permission.
- A student should never copy anything, whether from another student, a solution online, a past assignment from a sibling, etc.

FAQ
Q: Why should I care?
A: Performing your own work and collaborating with another student, in a way that optimizes the quality of your own work without compromising your integrity, is vital to your success as a student both now and in the future. School should be an even playing field where we are supportive of others; it’s where we aim to improve ourselves as learners and as people.

Q: What constitutes as cheating?
A: Deliberate, unacceptable behaviors that include but are not limited to: misrepresentation, obtaining unauthorized information, and tendering of information (as stated in the BVSD Academic Policy). Including all of, but not limited to, the following:

Misrepresentation
- Plagiarizing: unacknowledged use of ideas, information, or phrasing of others
- Purchasing a paper/assignment from a service or otherwise
- Reproducing another’s assignment and/or passing it off as your own
- Having someone else take an exam for you
- Misquoting or quoting out of context
- Inventing of information and/or citations
- Signing another’s name to an official document
- Deliberate misrepresentation of information
Obtaining unauthorized information
° Copying homework
° Working with another on an independent project
° Sharing answers, in person or online
° Taking pictures, texting content, or otherwise participate in leaking of exams
° Stealing materials from classmates and/or teachers

Tendering of information
° Giving work to another student to be copied
° Giving someone an answer to an exam during the exam
° Discussing assessment material with a student who has not been assessed
° Giving or selling an assignment to another student

Scenarios
These are some of the common issues that are present at Fairview. These do not represent all of the misdemeanors that could occur, and there are examples of cheating not included in these scenarios.

*What you might hear:* Which questions on this practice test should I study for? Is topic three on it? If not, I’m not going to study it.
*What you can say:* You should study all of the topics!
*Rephrase it:* Can you help me study for this exam? I’m a little confused on topic three.

*What you might hear:* Can I see your homework? I had a really long night, and it’s due next period for me.
*What you can say:* What are you having trouble with? I can try and explain the problem to you!
*Rephrase it:* Could you help me understand this homework problem? I was too tired last night to think it through.

*What you might hear:* Can you share your presentation/project/test from last year with me?
*What you can say:* I’m not sure if the teacher reuses their topics/project assignments/tests, so no, sorry! I could help you if you’re having trouble understanding the concepts.
*Rephrase it:* Can you look over my presentation/project and give me some guidance on what changes I may need to make?
*Or:* Could you help me understand this concept that’ll be on the test?

Assessments
Teachers should refrain from reusing or recycling tests/parts of tests from previous years, or copying assessment material from a website, in order to ensure originality in assessments. Teachers should discourage students from finding answers on the internet or from a previous student. In addition, teachers should explicitly discourage the sharing of information between students in different class periods. Parents should understand that calling in students sick for an exam while the student is, in reality, just unprepared, is considered giving an unfair advantage to the student. Please see the section detailing parent responsibilities for more information.
Student grading
Teachers should not allow students to aid in grading tests and/or projects to avoid any possible occurrences of dishonesty, on the part of either the student grading or the student being graded. This is partly due to the student’s possible lack of comprehension of the entire unit, resulting in unfair grading. In addition, students may be tempted to give extra points to their friends, or may miss an error unintentionally. Grading is never a responsibility that should fall on the students, as it allows room for dishonesty. Grading should be done by teachers and students only if they are formally enrolled as student aids and were given proper guidance.

Rights of a student
In the instance of an infraction, students will be able to discuss their specific intentions/motivations with the teacher, and whether or not they consciously intended to cheat. If the student still feels as though they were wrongly accused, they may discuss their situation with the Dean of Students for further review. A student will receive a zero on the assignment on which they cheated. However, in the case of a student’s first offense they may ask teachers for an alternate assignment to make up points.

Procedures
It is crucial for teachers and students to consistently follow the four-step procedure to address academic dishonesty in our school:

Initial Implementation  All students will sign the Academic Honesty Code at the beginning of the school year. The administrator in charge of academic honesty will file the signed Academic Honesty Codes in the students’ disciplinary files.

Reporting  Teachers must treat every incident of academic dishonesty with the same gravity and degree of discipline. If teachers or students witness an act of cheating, they must report it to the Dean of Students. Once the Dean is informed, they may decide the extent of the punishment. The Dean will brief the student’s counselor regardless of the weight of the issue.

Recording  Counselors will meet with the student(s) to determine what will be recorded and sent to colleges. Students can work with counselors to address the severity of the record and to explain improvement if no further infractions occur. Students will also meet with the Dean of Students to discuss consequences. Teachers should not be involved past their decision in addressing the assignment on which the student cheated.

Monitoring  Students will have a record of their offenses and they should be monitored by their teachers for further infractions.

Consequences
The first time a student is caught cheating, they will receive a zero for the assignment. This includes both the assignment and any relating drafts, note cards, etc. An alternate assignment may be given at the teacher’s discretion. With teacher input, the administrator will complete the Violation of Academic Honesty Form and place it in the student’s disciplinary file. Colleges and universities may be notified. If several infractions of academic malpractice are discovered simultaneously, the situation will be considered a second offense. The second time a student is caught cheating, they will receive a zero for the assignment and will not be allowed to earn
points back. There will also be a 1-2 day in-school suspension and colleges and universities may be notified. If the student is an IB Diploma Candidate, they may be removed from the IB Diploma Program. If several infractions of academic malpractice are discovered at the same time, the situation will be considered a third offense. The third time a student is caught cheating, they will receive a zero for the assignment and will not be allowed to earn points back. There will also be a 3-5 day in-school or out-of-school suspension and colleges and universities will be notified. If the student is an IB Diploma Candidate, they will be removed from the IB Diploma Program. At the discretion of the teacher, a student who cheats may not receive a recommendation for placement in advanced classes. All consequences are cumulative throughout the student's academic career at Fairview. The severity of the infraction may alter which offense level the situation is addressed as and other consequences such as removal from the IB program. Regardless of whether or not the student intended to cheat, they will be held responsible for their actions (at the teacher’s discretion). It is the student’s responsibility to clear any confusion relating to the teacher’s policy before completing the assignment.

**Policy on review of policy**

A board of Honor Council will be appointed every year to ensure up-to-date policy and to continue to improve the academic atmosphere at Fairview. This board will meet monthly to evaluate concerns relating to the policy and to discuss the status of academic honesty at Fairview with the faculty. The board will direct its attentions according to the most pressing issue(s) at Fairview. If the board feels that the policy must be changed, they will take the appropriate actions and present them to faculty for approval. Every five years, the Honor Council will focus especially on the academic honesty policy in order to prepare for the IB Five Year Review. The chairs of Honor Council will be appointed by the chairs before, along with the input of supervising staff members.
Works Consulted and Footnoted


*Assessment Guide; Promoting Academic Integrity; Transforming Institutional Culture.* International Center for Academic Integrity, 2001.
http://www.academicintegrity.org

*Fairview Academic Integrity Survey,* conducted December, 2016 and statistical analysis conducted, January, 2017.


FAIRVIEW HIGH SCHOOL
ACADEMIC HONESTY POLICY
PLEDGE

On my honor,
I have neither given nor received
unauthorized assistance as described
in the Academic Honesty Code on this
work and I have fully acknowledged
the work and ideas of others.

All Fairview students are expected to respond to academic challenges with the
highest degree of integrity and honesty, which mean fulfilling assignments and/or
exams in the manner in which they are intended and not participating in any
behavior that gains an unfair advantage for any student.
IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**INQUIRERS**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.