

**TENAFLY HIGH SCHOOL**  
**ACADEMIC INTEGRITY**

Students enrolled in Tenaflly High School have a responsibility to act honorably and uphold the community of trust. Attending Tenaflly High School is a privilege which demands the protection of academic integrity and freedom. Students are to conduct themselves in such a way to maintain the trust bestowed on them by staff, peers, and the school family. Students must not only act honorably themselves, but must also demand that their peers uphold the same standard.

The commitment of the school community, staff, and students to the highest standards of personal, ethical, and moral conduct provides the foundation on which the esteemed reputation and respect of a Tenaflly High School education is built.

**UNACCEPTABLE ENGAGEMENT**

The following examples categorize basic types of student engagement that are unacceptable:

1. **Cheating:** using unauthorized notes during an examination; altering responses on an assessment or assignment after it has been graded and returned; allowing another person to do one's work and submitting under one's own name; submitting identical or significantly similar papers for credit in more than one course without the permission from the teachers.
2. **Plagiarism:** submitting material that in part or whole is not entirely one's own work without attributing those same portions to their content source.
3. **Fabrication:** falsifying or inventing any information, data or citation; relying on someone else's results or responses; citing sources that one has not actually used or consulted.
4. **Obtaining an Unfair Advantage:** stealing, reproducing, distributing or otherwise gaining access to assessment material prior to the time authorized by the teacher or school; retaining, possessing, distributing or otherwise circulating assessment materials clearly indicated to be returned to the teacher or proctor at the conclusion of the assessment period; intentionally obstructing or interfering with another student's academic work.
5. **Falsification of Records and Unofficial Documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on a grade report, letter of permission, drop/add form, or any other school-related document.
6. **Unauthorized Access to Computerized Academic, Administrative, Teacher or Student Management System Files and Documents:** viewing or altering computer records, modifying computer programs or systems, distributing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

7. **Aiding or Abetting Academic Dishonesty:** Providing material, information, or other assistance to another person with knowledge that such assistance could be used in any of the violations stated in numbers 1-6 above; providing false information in connection with any inquiry regarding academic integrity.

Academic dishonesty is a corrosive and distracting force to the culture of a school community. Laissez-faire responses will reinforce, perpetuate, and extend the scope of situations of academic dishonesty. The reputation or “brand” of the entire school community becomes tainted unless such situations are vigorously challenged by students, staff, and all school community stakeholders.

The entire school community has a responsibility to help students appreciate the importance of personal ethics as an essential part of their preparation for the higher-stakes decisions they will have to face in their adult lives. All members of the school community have a responsibility to actively deter academic dishonesty as well as report knowledge of incidents involving it.

## **HONOR COUNCIL**

The Honor Council is charged with informing the school community about the responsibility to act honorably and uphold the community of trust. The council promotes honor, integrity, and ethical conduct in all aspects of Tenafly Public Schools.

The Honor Council is chaired by the Principal and/or Vice Principal. It consists of four additional staff members representing various departments and a group of students not to exceed twelve students.

All students have an opportunity to apply to serve on the Honor Council and must be newly appointed each year.

The application consists of three responses, each not to exceed 200 words:

- A. What does academic integrity mean to you?
- B. Provide insights to the unique qualities, talents, or experiences you would offer to the Honor Council and its charge.
- C. Describe a possible method for promoting academic integrity at Tenafly High School.

Candidates will be subject to an academic and disciplinary review.

## **SELF-REPORTING**

Students who commit acts of academic dishonesty may demonstrate their renewed commitment to act responsibly and uphold the community of trust as a privileged attendee of Tenafly High School by reporting themselves in writing to the Chair of the Honor Council. Students may not exercise the self-referral option more than once during their enrollment at Tenafly High School.

If the Chair of the Honor Council or designee determines that no member of the staff had a suspicion of the incident of academic dishonesty prior to the self-reporting, the student will not be charged with academic dishonesty. The Supervisor of the content area in which the self-reported academic dishonesty occurred will be contacted a mandatory meeting will be convened. The participants at the mandatory meeting will be limited to: Supervisor of content area, teacher(s) of the course in which the self-reported academic dishonesty occurred, the student, and the parent(s)/guardian(s) of the student. The Chair of the Honor Council will be the only person to maintain a record of the student's self-reporting writing and documentation of the meeting date/meeting participants.

If the Chair of the Honor Council or designee determines that a suspicion of academic dishonesty existed prior to the self-reporting, the matter will be resolved in accordance with the procedures outlined below.

If the Chair of the Honor Council accepts a student's self-reporting, the student will receive a reduced grade, down to an "F" or zero, for the assessment or assignment involving academic dishonesty at the discretion of the staff/faculty member(s) involved.

## **THE COMMUNITY OF TRUST**

All stakeholders in the school community must actively deter and report knowledge of incidents of academic dishonesty.

In a school system, two main groups need to be on the forefront of deterring and reporting academic dishonesty: students and teachers. Students and teachers must also be on the forefront of promoting academic integrity.

*Academic Integrity Referral* forms are available in the Principal's Office, the Attendance Office, the School Counseling Office, and on the Tenafly High School homepage. Staff/Faculty, Teachers, Students, and Parents/Guardians are implored to complete a referral for any incident of academic dishonesty of which they suspect or are aware of. The *Academic Integrity Referral* form is submitted to the chair(s) of the Honor Council, who in turn coordinates the investigation and resolution process.

Persons completing and submitting the referral will be kept anonymous to the greatest extent that the ensuing investigation allows. We are committed to and remain mindful of protecting persons who willingly submit an *Academic Integrity Referral*.

The following are some steps for students to consider in fostering and sustaining academic integrity:

### **Steps for Students to Consider**

- Ask about policies regarding collaboration and citations at the beginning of each course. Teachers' policies may differ substantially from one another.
- Ask questions - in class, immediately after class, in e-mail or in office hours - about course content or course procedures. If you are confused, you might ask for more clarification, different examples, or specific applications to help you understand. Other students often have the same questions you do so your questions can enhance the overall effectiveness of the course.
- Find out whether the teacher(s) will provide suggestions for preparing for assessments and consider preparing your own review sheet. The process of making a review sheet is actually a good method of improving your understanding of and memory for complex information.
- Refine your note-taking skills. Many students form the habit of transcribing whatever the teacher writes, no more and no less. To facilitate better review and study sessions, ask yourself frequent questions as you engage in a lesson: What is the key new idea here? How can I use this information? Can I anticipate what is coming next?
- Improve your time management, especially during the day and early evening. Procrastination more often leads to ineffective cramming and loss of sleep than to good performance under pressure. If you begin to work well before due dates and assessments, you are much more likely to learn the material, to be able to get help if you need it, to feel less stressed, to perform better, and to avoid poor decisions on very late nights.
- Speak with your teachers about their grading and homework policies.
- Make more use of the help that is available to you to master course material and to be efficient in your work:
  - Inquire about teachers' office hours or email accessibility.
  - Supervisor of Library/Media Services can help you become more skilled in research and finding supplemental material.
  - The Content, Skills and Internship (CSI) Center provides walk-in, small group or individual assistance.
  - Teacher and course websites often include announcements and posted material to support students with particular assignments.
  - Form an in-person or on-line study group with peers.
- Recognize the options you have, other than cheating, for dealing with academic pressure:
  - Set priorities and adjust your goals/expectations to reduce the pressure you put on yourself.
  - Talk with one of the many support persons who may be able to offer you good suggestions: your teacher, counselor, administrator, friend, and parents.

- Consider taking advantage of workshops on study skills and stress management techniques offered by the school's support team.
- If you feel tempted to cheat or plagiarize, try to identify the underlying reasons (e.g. family pressure, self-expectations, external stresses, fear of failure) and address them by talking with a friend, your parents, a counselor, your class advisor, your teacher, or someone else with whom you feel comfortable discussing the difficulties you are having.

## CONSEQUENCES

In cases where academic dishonesty is evident, the following procedures and consequences will be invoked per the Principal's and/or Vice Principal's discretion:

### First Offense

1. The chair(s) of the Honor Council meet with the student to review the submitted referral.
2. Mandatory meeting convened with Supervisor of content area, teacher(s) of the course in which the academic dishonesty occurred, the counselor/case manager, the student, and the parent(s)/guardian(s) of the student.
3. The piece of work on which the student demonstrated academic dishonesty is counted into his/her average as a zero.
4. The student loses the privilege to ask for a letter of recommendation from a teacher in the content area in which he/she demonstrated academic dishonesty during their academic career in the school. This consequence will be reviewed at the end of the student's Junior year and will be at the discretion of the content area supervisor.
5. Loss of eligibility for and/or removal from school leadership positions for one school year or amount of time determined by Principal or designee.
6. Loss of IDT privilege not less than four weeks (20 days) of in-session school days.
7. Up to five days of Out-of-School Suspension to be administered at the discretion of the Principal or designee.

### Second Offense \*

1. The chair(s) of the Honor Council meet with the student to review the submitted referral.
2. Mandatory meeting convened with Supervisor of content area, teacher(s) of the course in which the academic dishonesty occurred, the counselor/case manager, the student, and the parent(s)/guardian(s) of the student.

3. The piece of work on which the student demonstrated academic dishonesty is counted into his/her average as a zero.
4. The student loses the privilege to ask for a letter of recommendation from a supervisor/teacher in the content area(s) in which he/she demonstrated academic dishonesty during their academic career in the school. This consequence will be reviewed at the end of the student's Junior year and will be at the discretion of the Principal.
5. Loss of eligibility for and/or removal from school leadership positions for one school year or amount of time determined by the Principal or designee.
6. Loss of IDT privilege not less than one semester.
7. Up to ten days of Out-of-School Suspension to be administered at the discretion of the Principal or designee.

\* If the second offense takes place in the same class as the first offense, the student will: be withdrawn from the class, receive a WF for the class on his/her transcript, and be assigned to a Study Hall for the remainder of the school year.

### Third Offense

1. The chair(s) of the Honor Council meet with the student to review the submitted referral.
2. Mandatory meeting convened with Supervisor of content area, teacher(s) of the course in which the academic dishonesty occurred, the counselor/case manager, the student, and the parent(s)/guardian(s) of the student.
3. Mandatory hearing before the Board of Education.
4. The piece of work on which the student demonstrated academic dishonesty is counted into his/her average as a zero.
5. The student loses the privilege to ask for a letter of recommendation from any teacher or content area supervisor. This consequence will be reviewed at the end of the student's Junior year and will be at the discretion of the Honor Council (not including student members.)
6. Loss of eligibility for and/or removal from school leadership positions and extra-curricular activities for greater than one school year as determined by the Principal or designee.
7. Loss of IDT privilege not less than one school year.
8. Number of Out-of-School Suspension days and/or appropriate educational placement to be determined through hearing before the Board of Education.

Note: Offenses are cumulative for entire time/all years enrolled at THS and do not need to be in the same academic area/year for the above procedures and consequences to be invoked.

In addition to the consequences stated above for first offense, second offense and third offense, the Principal or designee reserve the right to refer incidents of academic dishonesty to the Superintendent of Schools. Such referrals may result in additional consequences administered by the Superintendent of Schools. Additional consequences may include but are not limited to the convening of a Board of Education Hearing.

The THS Academic Integrity framework is significantly adapted from various resources available from Clemson University's *Center for Academic Integrity* (<http://www.academicintegrity.org/>). The colleges and universities from which components of the framework are pulled from include: Carnegie Mellon, Duke University, James Madison, Northwestern University, University of Maryland, University of Virginia, and Villanova University. In addition, information was also taken from the Illinois Math and Science Academy High School.