

## Academic Honesty Policy

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### Rationale and Purpose

#### THE LUTHER LEARNER

At Luther College High School, we believe in educating students to be global citizens, not just for their personal advancement, but for the good of the world. Therefore, the Luther learner will possess not only knowledge and skills, but also the character traits needed to serve the world effectively in the 21st century. The learning process will be marked by honesty, openness, transparency, and respect for others. A Luther learner recognizes the value of one's reputation, and refuses to sacrifice his or her integrity for short-term gain.

*The IB Learner Profile* (2013) closely reflects our vision of the character traits we believe will make us successful lifelong learners and citizens, and applies directly to our vision of academic honesty. Teachers and students alike strive to embody the traits of the *IB Learner Profile* by becoming

- *principled*: We respect the work of others, acting in all circumstances with honesty and integrity. We hold ourselves responsible for our decisions instead of taking the easy way out.
- *thinkers*: We enjoy thinking deeply to solve complex problems, and refuse to take shortcuts to avoid this process.
- *communicators*: We express ourselves clearly and creatively, giving credit to others appropriately. We collaborate freely and enthusiastically, and respect the learning process of others.
- *inquirers*: We enjoy asking questions and finding answers rather than being told the answer to our questions.

#### THE LUTHER LEARNING PROCESS

Today, the learning context for students is changing. Communication and collaboration have never been easier. Information is more accessible than ever. These realities present challenges and opportunities.

At Luther College High School, we believe that true, valuable learning is a process, not merely a product, and that getting the “right answer” is not necessarily an indicator of meaningful learning. We are dedicated to:

- teaching students to translate information into personal knowledge,
- helping students embrace the process of inquiry—generating and wrestling with difficult questions and considering differing points of view—rather than looking for the most expedient answer,
- helping students use information as a tool to move into deeper thinking and action,
- leveraging the power of communication technology to allow students to collaborate in meaningful and productive ways, and
- encouraging students to continually reflect on their learning processes, informing further inquiry and action.

Anyone who pursues and values this vision of learning will naturally be a person of academic honesty, because anything less detracts from the learning process. The purpose of this policy is to describe how a Luther learner will relate to others in a spirit of honesty and transparency.

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### Achieving Academic Honesty

The Luther Learner values academic honesty, and their relationships with others reflect their desire to engage fully in the learning process rather than to short-circuit it.



## **THE LUTHER LEARNER'S RELATIONSHIPS**

### *Learner-Self*

Luther learners enjoy the learning process, and refuse to take shortcuts. They understand that accepting or seeking unauthorized assistance in any form deprives them of the learning opportunities they have come to Luther to experience.

### *Learner-Learner*

Luther learners care about others, and want their fellow learners to succeed. Therefore, they will support others and collaborate willingly. Luther learners also respect the needs of others to engage in meaningful learning, so they do not provide assistance that deprives others of this opportunity. They understand that the dishonesty of others affects all learners, so they refuse to condone, even tacitly, dishonesty when they see it occurring.

### *Learner-Group*

Luther learners enjoy collaborating with others, and are eager to contribute to the success of a group effort. Because they value the members of their group, they do not wish to take credit for the work of others, or work in a way that hinders others from engaging in their own learning.

### *Learner-Teacher*

Luther learners value and respect the efforts of their teachers to create a productive learning environment. They refuse to compromise teachers' preparation and assessment through attempts to cheat, misrepresent others' work as their own, or to submit the same work for credit in more than one class without permission. In fact, they refuse to attempt to mislead their teachers in any way, preferring to cultivate a relationship of trust and transparency. When they are unsure of how to succeed honestly, they seek the advice of their teacher.

### *Learner-Parent*

Luther learners are eager to listen to the perspectives of others, including their parents. They ask for help when they need it, but refuse to accept help that prevents them from fully engaging in the learning process. They refuse to mislead others by representing parents' work on any task as their own.

### *Learner-Tutor*

Luther learners accept the assistance of others when needed, but are not interested in receiving tutoring that is ultimately harmful in that it provides answers at the expense of learning. They refuse to mislead others by representing tutors' work on any task as their own.

### *Learner-Expert*

Luther learners have a high regard for the work of experts in their field, and are keen to learn from them. They wish to give credit to those whose work influences them, and are completely transparent in how the ideas of others appear in their own work.

## **THE SCHOOL'S ROLE**

We, as a community of learners, have a responsibility to create a healthy learning environment together. As a community, we agree together to:

- help each other maintain a climate of academic honesty by speaking up when we see dishonest conduct,
- provide opportunities in the classroom for learners to develop the communication skills necessary to be transparent in their academic relationships, and
- maintain a directory on our website detailing any subject-specific conventions pertaining to academic honesty.

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## Procedures

### **REPORTING & RECORD-KEEPING**

In the event that a teacher discovers or learns of an incident of academic dishonesty, even if it seems minor, the incident will be reported to the academic vice-principal. The academic vice-principal will maintain confidential central records of all such incidents and will make these records available only to the relevant decision-makers in any subsequent incidents involving the same student.

The parent or guardian of the student will be notified of the incident, and in some cases will be asked to meet with teachers and/or administration. In all cases where a student is accused of academic dishonesty, the student will have the right to be heard and understood. If a student wishes to appeal the decision of a teacher, they may request to have a teacher within the same discipline review their work. Any further appeals may be made to the principal.

### **POSSIBLE SANCTIONS**

Since a climate of academic honesty is so vital to the learning environment at Luther, it may be necessary to impose sanctions on those who compromise the health of the learning community. Teachers and administration will consider the number and nature of offences in determining which measures may be appropriate. Such measures may include:

- being required to redo the assessment task (with or without a mark penalty),
- receiving a zero grade on the assessment task,
- being required to receive academic and counselling services,
- removal from the course in which the incident occurred,
- no grade awarded for the IB subject in question (if applicable),

- removal from the IB program (if applicable),
- expulsion from the school, and/or
- other measures as deemed appropriate.

### **PUBLICITY**

This policy will be easily accessible to all members of the Luther community on the school website. Teachers will refer to the policy in each course outline.

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## Review

This policy will be reviewed and amended as necessary by a committee composed of faculty and administration members every two years. Any changes to this policy will be taken to the entire faculty for approval.