

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
ACADEMIC HONESTY	IKEAA

I. POLICY

The Louis Riel School Division (Division) affirms that academic honesty is foundational to learner well-being and ethical learning. Academic honesty is understood not only as adherence to rules, but as a reflection of respect, responsibility, and relationship within learning communities.

Through the **GUIDELINES** and **PROCEDURES** outlined below, the current policy seeks to align the norms of academic honesty articulated in [Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention](#) (Manitoba Education, 2015) with the policy directions of [Mamàhtawisiwin: The Wonder We Are Born With](#) (Manitoba Education and Early Childhood Learning, 2022), including Putting Students at the Centre, Inclusive and Culturally Safe Learning Environments, and Ethical Relationships and Responsibilities in Learning. These directions emphasize holistic learner development, the centrality of relationships, and the ethical use of knowledge within diverse learning communities.

In this way, academic honesty is understood as a relational practice that supports learner wellbeing, honours multiple ways of knowing, and upholds the Division's responsibility to culturally safe, truthful, and ethical learning environments.

II. GUIDELINES

Academic honesty within the Division is guided by the following principles:

A. Respect for Learners and Knowledge

The Division recognizes that learning occurs through distinct and diverse worldviews and ways of knowing, being, and doing, including Indigenous knowledge systems grounded in land, language, oral traditions, lived experience, and community relationships, alongside Western academic traditions.

Upholding academic honesty requires students and staff to engage with these knowledge systems respectfully, and ethically, acknowledging intellectual, cultural, and communal ownership, and understanding how historical and ongoing power imbalances shape whose knowledge has traditionally been privileged or marginalized.

Adopted:	April 21, 2026 – 1 st Reading May 19, 2026 – 2 nd Reading	Legal References: Mamàhtawisiwin: The Wonder We Are Born With (Manitoba Education and Early Childhood Learning, 2022); Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/ Retention (Manitoba Education, 2015)
Revised:		

B. Putting Students at the Centre

Academic honesty is fostered when students are treated as active participants in their learning. The Division commits to instructional and assessment practices that:

- support student voice and agency;
- encourage responsibility for learning; and
- emphasize growth, understanding, and reflection.

Academic honesty is viewed as an outcome of engaged and meaningful learning, not solely compliance with rules.

C. Holistic Development and Well-Being

Consistent with the Mamàhtawisiwin framework referenced above, the Division understands learner success as holistic, encompassing emotional, intellectual, cultural, spiritual, and ethical dimensions. Academic honesty supports learner well-being by:

- promoting self-respect and integrity
- supporting perseverance through challenge and failure
- encouraging pride in one’s own learning and effort

D. Inclusive and Culturally Safe Learning Environments

The Division is committed to creating learning environments that are inclusive, culturally safe, and grounded in trust. Academic honesty is more likely when students:

- feel safe to ask questions and seek support
- perceive mistakes as opportunities for growth
- experience assessment as fair, transparent, and purposeful

Culturally safe approaches to academic honesty require attention to relationships, historical context, and institutional responsibility, ensuring that expectations, assessment practices, and responses to academic dishonesty do not unintentionally reproduce harm, exclusion, or inequity.

E. Responsibility to Community and Relationships

Learning is relational. Academic honesty reflects responsibility not only to oneself, but to classmates, educators, families, Elders, Knowledge Keepers, and the broader community. Students are expected to act with honesty as a matter of respect for relationships, recognizing that dishonest practices undermine trust within learning communities.

F. Truth, Accountability, and Reconciliation

Academic honesty is grounded in ethical accountability, which is essential to reconciliation and Indigenous inclusive education. The Division affirms that honesty in learning:

- supports critical examination of history and knowledge
- encourages ethical use of information
- aligns with commitments to truth and reconciliation

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Revised:		

III. PROCEDURES

A. Expectations for Academic Honesty

1. Students are expected to:
 - complete learning tasks honestly and authentically
 - acknowledge sources and contributions appropriately
 - engage ethically in individual and collaborative work
 - use digital tools, including artificial intelligence, in ways consistent with learning expectations and ethical responsibility
2. Teachers are expected to:
 - teach academic honesty explicitly and developmentally, including setting clear expectations for students with respect to use of digital tools in the completion of assignments;
 - design lessons, assignments, and assessments that support authentic learning;
 - model ethical use of knowledge, sources, and tools including artificial intelligence and other digital tools; and
 - respond to lapses in academic honesty in ways that prioritize learning, restoration, and growth.
3. The Division will support teachers through professional development opportunities and shared resources, including the [ADD REFERENCE TO AI GUIDELINES].

B. Response to Lapses in Academic Honesty

1. Responses to lapses in academic honesty must align with the **GUIDELINES** above and with [Policy JK – Supporting Student Behaviour](#), must consider the expectations for academic honesty outlined in **PROCEDURE A**, and must take into account:
 - the age, maturity, and experience of the learner
 - the context and purpose of the learning task
 - opportunities to teach and reinforce ethical learning practices
2. Provincial policies and procedures shall apply where a lapse in academic honesty occurs during provincially-mandated assessments, for example [Grade 12 Provincial Tests: Policies and Procedures](#) (Manitoba Education and Early Childhood Learning, 2025).

Further Reading:

- [Mamāhtawisiwin: The Wonder We Are Born With](#) (Manitoba Education, 2022)
- [Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/ Retention](#) (Manitoba Education, 2015)
- [Policy IFC – Commitment to Indigenous Perspectives in Education](#)
- [Policy IK – Academic Achievement: Assessment and Evaluation of Student Learning](#)
- [Policy IKAB – Academic Achievement: Reporting of Student Learning](#)
- [Policy JK – Supporting Student Behaviour](#)

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