South Shore International College Prep

Academic Honesty Policy

TarNation Mission

In partnership with parents, staff and the world community, South Shore International College Prep students will experience a curriculum that immerses an individual in a rich and safe environment to obtain awareness of foreign cultures through language, studies, and interactive field experiences. Our expectation is that students obtain and apply skills necessary for college preparedness, global citizenship, and medical health careers both domestic and abroad.

TarNation Vision

South Shore International College Prep will graduate active, enthusiastic learners who are prepared to succeed in the nation’s top universities. All students will be exposed to a college prep sequence of study that promotes multicultural awareness, civic responsibility and leadership.

Academic Honesty

As members of the TarNation civic responsibility and leadership are important characteristics we work to develop and support through instruction, learning, and assessment. Personal integrity and academic honesty are essential components of the TarNation mission and vision. As teachers & students we strive to uphold the TarNation mission and vision in our daily lives while recognizing that "a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills" shape and influence our personal decisions and actions (Academic Honesty, 2009). Academic integrity is defined as respect for the ideas of others' work through proper acknowledgement, reference and citation.

The International Baccalaureate (IB) Programme describes academic honesty as “a principle informed by the attributes of the IB learner profile.” Furthermore, the IB Programme states

In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

Academic honesty is an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”. In all their studies for the Diploma Programme, students must demonstrate academic honesty and avoid any form of academic misconduct.

Source: Academic Honesty in the Diploma Programme
Source: Ronald Amundson High School (2017)
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Academic Misconduct

Academic misconduct is defined as behavior that leads to, or may be inclined to lead to, a student or any other student(s) in obtaining an unfair academic advantage (UNIS, 2014). Such misconduct may occur in a wide variety of media including, but not limited to, written or audio text, film production, photographs, published images, artwork, and all forms of digital media (Amundson, 2017).

Examples and definitions of academic misconduct:

- Plagiarism, which is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own” (Dictionary.com, 2015).

- Collusion, or “a secret understanding between two or more persons to gain something [dishonestly], to defraud another of his or her rights” (ibid.).

- Duplication of work, which is the act of copying.

- All forms of malpractice, including the “taking of unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students and communicating with another student during the examination” (UNIS, 2014).

Types of Academic Misconduct

Types of Academic Misconduct

<table>
<thead>
<tr>
<th>Plagiarism</th>
<th>Collusion</th>
<th>Duplication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing off somebody else's work as your own</td>
<td>Allowing another student to copy you or to pass off your work of their own</td>
<td>Copying answers from another student; this is also a form of plagiarism</td>
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<tr>
<td>Using text or images from a source without citing it</td>
<td>Collaborating on an assignment when not authorized to do so</td>
<td>Presenting the same work for multiple assignments, requirements, or assessment components</td>
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<tr>
<td>Use of a language translator tool without authorization</td>
<td>Efforts to assist with or hide another student's academic misconduct</td>
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Source: Ronald Amundson High School (2017)
Overview of Responsibilities

Accountability for academic honesty is the responsibility of all stakeholders, including students, parents, teachers, and all other school employees.

- Students are responsible for understanding what academic misconduct is and how to avoid such actions and behaviors.
- Parents are expected to uphold all aspects of the academic honesty policy.
- Teachers will convey the academic honesty policy and teach proper techniques for avoiding academic misconduct, such as plagiarism. Additionally, teachers are responsible for monitoring, identifying, and addressing any and all instances of academic misconduct.
- School employees will be aware of the academic honesty policy through dissemination of publications and examples of upholding the implementation thereof.

Source: Ronald Amundson High School (2017)

Implementation and Review of Policy

The policy for academic honesty will be implemented by teachers and school leadership in a variety of ways.

- Orientation for students, parents, teachers, and school staff will include an introductory overview of the academic honesty policy and the responsibilities of each stakeholder group.
- Course syllabi will include an academic honesty statement.
- School publications, including the school website, will include a copy of the academic honesty policy.
- Instructional practices and classroom consequences will be consistent with the academic honesty policy.
- School leadership, including administrators, the Restorative Justice Specialist, IB MYP and IB DP Coordinators, and Department Chairs, will monitor and assess implementation of the academic honesty policy through observation, delivery of relevant professional development, mentoring, and collegial support.
- A committee of stakeholders will review the academic honesty policy on an annual basis and offer recommendations for modification and improvement.

Source: Ronald Amundson High School (2017)
Consequences for Academic Misconduct

Academic honesty is valued highly by the IB Programme, universities, and employers. Academic malpractice is viewed as a serious transgression of the values which South Shore International College Prep seeks to impart and uphold. Internal sanctions may be imposed by the school for incidences of academic malpractice relating to homework, classwork, and all assessments, including exams submitted for official IB examination work. In the CPS Student Code of Conduct, violations of academic honesty are a group 3 violation as defined: “3-8 Plagiarizing, cheating and/or copying the work of another student or other source.” Violating these terms of academic honesty, “plagiarizing, cheating and or copying the work of another student or other source,” will lead to consequences as listed below. The seriousness and frequency of a student’s violations of academic honesty will determine the level of his or her consequences. The levels of consequences are meant to be used progressively to provide students with restitution opportunities. Please see chart below for specifications.

<table>
<thead>
<tr>
<th>SSICP Tier</th>
<th>Academic Malpractice</th>
<th>Consequences</th>
</tr>
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</table>
| Tier 1     | First offense        | Lunch or afterschool detention  
Redo or alternative assignment for reduced credit  
Address causes of malpractice |
| Tier 2     | Second offense       | Afterschool or Saturday detention  
Redo or alternative assignment for reduced credit  
Address causes of malpractice  
Academic malpractice may be documented in school records as a 3-8 infraction of the Student Code of Conduct |
| Tier 3     | Third offense or 11& 12th Grade summative | Saturday detention, In School Suspension, or Out of School Suspension  
Student receives zero for the assignment  
Address causes of malpractice  
Academic malpractice may be documented in school records as a 3-8 infraction of the Student Code of Conduct |

External sanctions may also be assigned by the IB Programme, or by the school, in compliance with IB regulations. Such sanctions relate specifically to academic malpractice that has taken place with regard to scholarly work directly impacting the award of the IB Diploma.

Should such academic malpractice be suspected in the first draft of a Personal Project, internal assessment, the extended essay, or the Theory of Knowledge essay, it is likely that the internal sanctions listed above will be adequate. However, if the suspected academic malpractice occurs at a later stage, either once a final version of an internal assessment has been submitted or if such work has already been sent for external evaluation, an investigation of academic malpractice and external sanctions of an N grade in an IBDP subject may be awarded. All stakeholders should be aware that the IB Programme randomly checks candidates’ work for plagiarism using a web-based plagiarism prevention service.

The school retains the right to apply additional or alternative sanctions when confronting academic malpractice, including those related to internal exams, quizzes, tests, coursework, or homework. When academic malpractice involves official IB examination procedures, sanctions may also include any related fees.

Peer Justice Advisors Council
TarNation will pilot and develop a ‘Peer Justice Advisor’ program to support Academic Honesty during this school year.
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Referrals for Academic Misconduct

A student displays an academic dishonest behavior in your classroom.

Is it the student’s third offense?

- **NO**
  - Is the student an upper classman who was dishonest on a summative assessment?
    - **NO**
      - Conference with the student regarding the behavior. Determine PARTIAL credit available to student for a redo assignment or give an alternate assignment. Assign a due date for this work.
      - Address the cause of malpractice (citation error, collusion, paraphrasing) with the student.
      - Call the parent and let them know about the malpractice and that the Dean/RJ Specialist will follow up.
      - Record the behavior in the MTSS tracker so that the student gets the appropriate consequence (tier 1, tier 2, tier 3) from the Dean/RJ Specialist.
    - **YES**
      - Conference with the student regarding the behavior. Let the student know that they will receive a zero for the assignment.
      - Referral goes to the Dean/RJ Specialist who will communicate with the teacher about the assigned consequence. Dean/RJ Specialist will also contact parent about consequence.
  - **YES**
    - Conference with the student regarding the behavior. Let the student know that they will receive a zero for the assignment.
      - Referral goes to the Dean/RJ Specialist who will communicate with the teacher about the assigned consequence. Dean/RJ Specialist will also contact parent about consequence.
Student Responsibilities

- Reference all material reproduced directly (i.e., copied) from any source.
- Reference all phrases, sentences, paragraphs, graphs, charts, images.
- Intentions are not relevant in judging whether or not something has been plagiarized.
- When in doubt, cite the source; better too many citations than one missed.
- Acknowledge that procrastination and sloppy research may lead to plagiarism.
- Give credit to others' ideas or arguments.

Teacher Responsibilities

- Support good practice and provide students with sound academic advice.
- Provide instruction and support in research and study skills.
- Give specific requirements as well as written examples of proper citation of a variety of sources.
- Structure assignments to encourage the development of students’ own ideas.
- Provide formative assessments that allow for evaluation and reflection on academic honesty and authenticity.
- Provide feedback as it pertains to proper citation and development of authentic work.
- Guard against academic negligence; do not be careless with regard to one’s own work.