

Academic Honesty Policy



Southport Middle School
2018-2019

"Our mission is to inspire and empower compassionate, global learners who are committed to creating a better and more peaceful world."

SOUTHPORT MIDDLE SCHOOL – ACADEMIC HONESTY POLICY

As we strive to inspire and empower global learners, it is our belief that we must guide our students to become “Principled” learners. As such, we must ensure that all Southport Middle School students understand and adhere to a shared set of expectations for academic honesty. Academic honesty can be defined as a collection of values and skills that foster personal integrity and good practice in teaching, learning and assessment.

EXPECTATIONS OF THE SOUTHPORT MIDDLE SCHOOL LEARNERS

- Southport learners are **INQUIRERS**. They engage their natural curiosity through inquiry and critical thinking.
- Southport learners are **KNOWLEDABLE**. They acquire in-depth knowledge that explores connections across a broad range of disciplines and has both local and global significance.
- Southport learners are **THINKERS**. They apply critical thinking skills to solve complex problems using reasoned and ethical decision making.
- Southport Learners are **COMMUNICATORS**. They convey ideas and information clearly and confidently using multiple modes of communication and in more than one language. They effectively collaborate with others.
- Southport Learners are **PRINCIPLED**. They act with a sense of integrity, honesty, and respect; accepting responsibility for their actions.
- Southport Learners are **OPEN MINDED**. They expand their understanding and appreciation of a variety of cultures. They earnestly seek out and consider additional perspectives and viewpoints to grow their own understanding.
- Southport Learners are **CARING**. They demonstrate a personal commitment to make apposite impact on our local, national and global communities.
- Southport Learners are **RISK TAKERS**. They exhibit courage and independence through searching out new ideas and experiences.
- Southport Learners are **BALANCED**. They attend to personal well-being through seeking intellectual, physical and emotional balance.
- Southport Learners are **REFLECTIVE**. They routinely consider their own learning experience and are able to accurately assess their strengths and weaknesses for the purpose of educational and personal growth.

EXPECTATIONS OF THE SOUTHPORT MIDDLE SCHOOL TEACHERS/STAFF

Southport Middle School staff commit to creating an educational environment that is student-centered and consistently engages students in meaningful learning activities that nurture the above Learner Profile Traits.

- Southport teachers/staff model inquiry, research and independent thinking skills through life-long learning.
- Southport teachers/staff demonstrate in-depth content knowledge and skills, and help students develop connection across multiple content areas.
- Southport teachers/staff apply critical thinking skills to curriculum development and instruction of content that informs reasoned and ethical decision-making.
- Southport teachers/staff effectively communicate ideas and information to students, families, and community members. They collaborate with all members of the learning community to enhance the educational experience of student and to promote success.
- Southport teachers/staff demonstrate integrity, honesty and respect by accepting responsibility for their content standards and instructional practices, as well maintaining fair practices regarding instruction and discipline.
- Southport teachers/staff incorporate an understanding and appreciation of varied perspectives, cultures, traditions and histories into daily learning activities.
- Southport teachers/staff show empathy and respect for students, families, colleagues and community members while making a positive impact on our local, national and global communities.
- Southport teachers/staff exhibit courage and independence while embedding new ideas and experiences into the education arena for students.
- Southport teachers/staff attend to personal well-being through intellectual, physical and emotional balance.
- Southport teachers/staff routinely reflect on their professional practice and engage in professional development to better meet the needs of our students.

SOUTHPORT MIDDLE SCHOOL ACADEMIC HONESTY POLICY DEFINED

As noted, academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Thus, behaviors that contradict with this shared set of values and skills may be considered malpractice.

DEFINITION OF MALPRACTICE

Malpractice can be defined as behavior that result in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

MALPRACTICE INCLUDES

- Plagiarism – the representation of the ideas or work of another person as the candidate’s own.
- Collusion – supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another.
- Duplication – the presentation of the same work for different assessment components
- Any behavior that gains an unfair advantage for a candidate or that affects the results of another candidate

Examples of these behaviors include, but are not limited to the following:

- Taking unauthorized material into an examination room
- Misconduct during an examination
- Falsifying records
- Asking about or sharing questions and/or answers to quizzes and exams
- Misrepresenting yourself in any way to your teachers in regard to the work you have done, such as saying your turned in an assignment when in fact you did not
- Missing class in order to avoid turning in an assignment or taking a test
- Doing more or less than your share of a group project without permission from your teacher

RESPONSIBILITIES

It is the shared responsibility of Southport administration, teachers, students and parents to assure adherence to the Academic Honesty Policy and to report any potential malpractice immediately.

- Administration will provide access to this policy via the school website, orient new teachers/staff to the policy upon hire, facilitate ongoing conversation and reflection regarding the policy with teachers/staff/students, and maintain records of offenses.
- Teachers will provide clear expectations to students, address the proper use of study aids in course work, monitor student work for violations, and report potential violations to the Dean immediately for investigation.
- Parents will read and know and know the school's Academic Honesty Policy, help reinforce the values and skills of academic honesty, ensure that their student's work remains their own, and support the enforcement of this policy (including potential consequences for malpractice).
- Students will read the school's Academic Honesty Policy, immediately report if cheating is taking place and how it is being done, will seek only appropriate help from their people, take responsibility for doing their fair share on a collaborative assignment, avoid summarizing/paraphrasing/quoting without proper documentation, and maintain non-disruptive behavior during assessments and examinations.

REPORTING AND INVESTIGATING MALPRACTICE

When a teacher has reason to believe that malpractice has occurred, the following steps will be taken:

- The teacher will contact the Dean/Conduct Counselor who will proceed in conducting a thorough and fair investigation.
- Upon conclusion of the investigation, the Dean/Conduct Counselor will inform the IB Programme Coordinator and Guidance counselor of the outcome and submit written documentation of the findings.
- The Dean/IB Programme Coordinator/Guidance counselor will meet as a review committee to discuss the level of offense and determine the appropriate consequence(s)

CONSEQUENCES FOR MALPRACTICE

Level of Offense	Possible Offenses	Possible Consequences
L1	<ul style="list-style-type: none"> -Copying another assignment -Sharing an assignment 	<ul style="list-style-type: none"> -Discipline referral -0% on the assignment -Parent notification -Administrative conference
L2	<ul style="list-style-type: none"> -A 2nd time offense of a L1 offense -Inappropriately sharing an assessment with another student -Submitting work that has been developed by another as one's own -Using physical or electronic methods of receiving or giving questions or answers on an assessment 	<ul style="list-style-type: none"> -Discipline referral -One day Behavior Intervention Class (BIC) -0% on the assignment -Parent notification -Administrative conference -Contract
L3	<ul style="list-style-type: none"> -A 3rd time offense of a L1 offense -A 2nd time offense of a L2 offense -Stealing, accessing or improperly possessing any examinations or other assessments, either physically or electronically -Altering grades on a computer database -Committing academic malpractice on any mid-term or final examination -Committing academic malpractice on any IB assessment -Impersonating another candidate for any reason 	<ul style="list-style-type: none"> -Discipline referral -Out of School Suspension (OSS) -0% on the assignment -Parent notification -Administrative conference -Contract -Teachers have the option to rescind recommendations