SPHS Code of Academic Honesty and Integrity

Established in 2013

Statement of Purpose

At Spain Park High School, we believe in the importance of a culture of honesty and moral responsibility. The purpose of the Code is to establish an environment where students seek academic, social, and personal integrity.

SPHS Mission Statement

Spain Park High School exists to promote integrity, respect diversity, prepare students for academic excellence, and instill in our young adults a commitment to making a positive impact on the world.

SPHS Honor Statement

As a person of integrity, I have neither given nor received aid on this assignment/test.

SPHS Honor Pledge

I pledge to act with integrity by upholding the principles of the Code.

SPHS Honor Code

Academic Dishonesty Defined	Examples include but are not limited to:
Cheating: "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." **Cheating:** "Misleading a teacher in some way so as to receive or attempt to receive credit for work not originated by the students or work performed with unauthorized assistance."	a. Copying, filming, taking photos of tests, quizzes, homework, or any assignment that is designated "individual" work and sending it to or receiving it from another student via email, cell phone call, texting, or other electronic or paper method. b. Tapping, coughing, blinking, use of hand signals or gesturing to communicate with others during a test. c. Discussing the test or major individual assignment with another student. d. Any unauthorized aid. e. Store notes on a cell phone, iPad, or by any other means during a test, quiz, or major writing assignment. f. Searching the internet to find a teacher's manual or publication with answers.

	g. Downloading cheat sheets onto the music players and hiding them as song-lyric text files.
	h. Recording answers before tests with MP3 voice recording devices, cell phone, iPad, etc.
	i. External or internal manipulation of the calculator (loading formulas).
Fabrication: "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise." **Fraud:** "A deception deliberately practiced in order to secure unfair or unlawful gain."	a. Creating false bibliographies. b. Creating false lab results. c. Presenting another person's work, all or only in part, as one's own, including assignments (essay, projects, research finds), images, technology, etc. d. Forgery of signatures. e. Doctoring or tampering with official documents, either through technological means or on hard copies.
Plagiarism: "Deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgement." "Use of passages, materials, words or ideas that come from someone or something else, without properly naming the source."	a. Copying and/or pasting of essays or other assignments. b. Improper citations, either intentional or unintentional. c. Having someone else do your work which you submit as your own. d. Purchasing/downloading a work product.
Facilitating academic dishonesty: "Intentionally or knowingly helping or attempting to help another to cheat."	a. Giving homework answers to others. b. Letting others look on your papers or screen or cell phone for aid. c. Giving test information, guidance, specific and/or non-specific to other students at any time. d. Discussing the test after completion.
Misrepresentation: "Consists of providing false information or giving a false impression to an instructor concerning an academic exercise with the intent to deceive."	a. Using someone else's notes as your own on open note quizzes. b. Creating fabricated excuses about why an assignment was not completed. c. Skipping class. d. Getting a parent to sign a note excusing you from school to avoid completing an assignment or taking a test/quiz. e. Making an untrue statement verbally or in writing.
Failure to contribute to a collaborative project: "Involves not doing one's fair share."	a. Not completing your part of a group project. b. Not being prepared for a group presentation.

	c. Dividing assignments (if the assignment is collaborative then each question needs to be discussed. It is cheating if everyone in the group answers a set of questions individually and then shares the answers).
Sabotage: "Consists of actions that prevent others from completing their work."	a. Talking after completing a test more quickly than others. b. Disrupting class. c. The intentional destruction of another's work.

Special Note on Collaboration –vs- Individual Work Product
Teachers are expected to communicate with students in advance of the assignment if collaboration is permitted or if the work must be completed by the individual only. Unless an assignment expressly grants permission to collaborate, the student should assume it is not allowed.

Consequences

The Administration will determine the consequences of academic dishonesty according to the Hoover City Schools Code of Conduct. Decisions involving honor society membership are determined by the respective honor societies.

Accountability

Each student, parent, teacher, and administrator has a responsibility to promote an academic culture that respects and fosters individual achievement. To accomplish this, there is an expectation for all stakeholders involved.

Students are expected to…

   Demonstrate academic honesty in all aspects of their work.

   Seek assistance from their teachers.

   Encourage their peers to honor the Code.

   Report any violations of the Code.

Parents are expected to…

   Discuss the Code with their child.

   Encourage their child to uphold the Code.

   Model the tenets of the Code.

   Support the effort by the faculty and administration to uphold the Code.

Teachers are expected to…

> *Develop and model best practices in their classroom.*

> *Embed the Code into their syllabi.*

> *Discuss the violation(s) of the Code with the student.*

> *Report violations to parents and administrators.*

Administrators are expected to…

> *Distribute, display, and publicize the Code for students, parents, and teachers.*

> *Support students, parents, and teachers by creating an environment of academic honesty.*

> *Encourage teachers to use best practices in the classroom.*

> *Monitor and evaluate the implementation of the Code using both qualitative and quantitative measures and share the data with the teachers and the Honor Council.*

All Stakeholders are expected to…

> *Support the creation of a Professional Learning Community whose purpose it will be to evaluate the strengths and weaknesses of the Code, to explore ways to enhance the program by researching ways to model and teach ethics, social responsibility, and character development.*

The SPHS Honor Council

Members of the SPHS Honor Council have modeled a life of academic honesty and integrity and as such received a teacher nomination to serve as a charter member of this prestigious council. The Honor Council is composed of seniors, juniors, and sophomores with freshman members to be included after the first grading period. Duties of the Honor Council include, but are not limited to:

> *Serving as a liaison amongst the students, teachers, parents, and administrators regarding issues involving the SPHS Code of Academic Honesty and Integrity.*

> *Modeling integrity for other students to witness and replicate.*

> *Creating and presenting Public Service Announcements.*

> *Discussing mock scenarios of academic dishonesty for the purposes of improving and sustaining academic honesty and integrity at SPHS.*

> *Coordinating the ceremonial signing of the Honor Pledge.*

> *Monitoring and evaluating qualitative and quantitative data concerning violations and consequences.*

Academic Dishonesty and Best Practices

Reasons Why Students Engage in Academic Dishonesty	Best Practices to Mitigate or Stop Academic Dishonesty
Grade stress from several sources: • Self-imposed stress: The student lacks a skill set for good time management strategies. • Stress from coaches: Athletes are tired after practice/games to devote time to completing homework. • Stress from parents: Scholarships, acceptance to college, and graduation require certain grades. • Stress from peers: They ask others to "help" them with their grades. • Stress from peers: Too competitive of an environment.	• Model good time management in your own classroom. • Post assignments and due dates in advance. • Provide unit assignment sheets that use the KUD strategy: (Knowledge, Understanding, & Do). Knowledge (vocabulary), Understanding (concepts), and Do (activities/assignments/quizzes/tests). This also serves as the study guide for the test. • Update calendars on the website. • Give students enough time to complete the assignments. • Be available to answer questions. • Remind students to say "no" to their peers who are asking for aid. • Remind students to say, "Remember the Code." • Encourage students to discuss their concerns with a member(s) of the Honor Council.
Types of assignments • Busy work is not valued • Too hard (graded for accuracy) • Too easy to copy e-day assignments • Too financially beneficial to gain profit by selling homework • Too confusing about whether the assignment is individual or collaborative.	• Assign quality (not quantity) assignments. • Make assignments valuable, meaningful, purposeful. • Make students accountable by asking them to explain their answers for points. • Make point values and percentages fair. • Explain Expectations. Explain if the assignment is graded for accuracy or completion. (Students recommended that homework be graded on completion and not count a large percentage. Homework should not be too easy as this busy work promotes cheating or too hard which promotes cheating or graded on accuracy which promotes cheating**.)** • Explain if the work is individual only or if collaboration is permitted. (Remind students that dividing the assignment is not collaboration.) • Individualize Group Work. Create better rubrics, have students turn in their own paper, require students to provide an analysis and complete post-activity questions.

Teachers don't think students cheat, too busy to notice, too lazy to be attentive, don't care, don't follow school policies, and look the other way.	• During tests require that all purses and backpacks must be placed in the front of the room and cannot be accessed until after the bell rings. • Do not allow the use of electronics during a test. Students should use their calculator, not the iPad calculator. • Practice "Hawking": Walk around the room, space out the desks, checkerboard the desks, provide binders or tri-folds or cover sheets. • Do not allow students to go the restroom during testing. • Change the test format so students will not seek answers from other students (Create multiple versions, use different essays and diagrams, give different make up tests, number the tests, have different colored tests, administer quizzes on different days on random days.) • Remind students not to share test questions. • Encourage students to write the Honor Statement on their assignments/tests.
Perception that good grades = Good student and with that awards follow	• Emphasize that Honor Societies determine their own eligibility for membership as well as consequences for academic dishonesty. • Emphasize that observing the Code is worthy of praise.
Lack of guidelines on what constitutes academic dishonesty.	• Display the Honor Pledge and Honor Statement in the classroom. • Encourage students to write the Honor Statement on all assignments and tests. • Distribute and discuss the Code.
Students do not know what plagiarism really is.	• All teachers in all content areas need to discuss plagiarism. • All AO teachers need to show the PSAs (Public Service Announcements) created by the Honor Council. • Model academic integrity by citing the sources of pictures and handouts. • Use turnitin.com.
Bad relationship with the teacher and believe that academic dishonesty does not hurt anyone	• Create an environment where students can be successful. • Create an environment of mutual respect. • Create an environment that every student is a part of the SPHS culture

References

Sources used for the development of the SPHS Code of Academic Honesty and Integrity include the programs created by Eastview High School, South Lakes High School, Mountain Brook High School, and Park Vista Community High School. Other sources include definitions from the *American Heritage Dictionary*, and work completed by the following:

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