



LAMAR ACADEMY ACADEMIC HONESTY POLICY

MISSION STATEMENT

The mission of the International Baccalaureate Program at Lamar Academy is to educate all students to become lifelong learners and caring, productive citizens in an ever-changing global society.

Through the use of inquiry, community, and technology in a comprehensive, academically rigorous program of studies, students will develop into more knowledgeable individuals who understand the value of culture and open-mindedness in promoting a more peaceful world.

Lamar Academy offers a quality education that not only develops knowledge, but also cultivates the virtues of integrity, respect, and perseverance. Of these virtues, integrity is of great importance, for it will influence and determine our actions and beliefs. To help advance the development of such values, an Academic Honesty Policy has been established. The policy will exist in order to uphold and reinforce tenets that are central to the IB traditions of excellence and to prevent violations of that tradition, such as cheating or plagiarism. This Academic Honesty Policy includes all classes and activities associated with Lamar Academy.

THE HONOR CODE AT LAMAR ACADEMY

Students shall be honor bound:

- by submitting their own authentic work that reflects their own language, expression and ideas
- by refraining from cheating of every kind, including plagiarism
- by taking actions to stop any and all instances of academic malpractice which they see

Such actions include speaking directly to the offender, speaking privately to an adult (teacher, counselor, administrator), or filing an Honor Code complaint in the IB office. Inaction implies condoning the inappropriate behavior. Living in a manner that is consistent with this honor code will produce an atmosphere of trust, freedom, and integrity rarely found on American high school campuses.

AUTHENTIC WORK

Academic honesty is best exemplified and practiced when a student focuses on submitting their own authentic work. IB defines authentic work as “. . . one that is based on the candidate's [student's] individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas” (Academic Honesty, 2011).

In order to reinforce the importance of a student's authentic work, all students in the IB Program are expected to sign the Lamar Academy Honor Code. This Honor Code is a declaration that all assignments submitted as a student of the IB Programme, including, but not

limited to, in-class assignments, homework assignments, projects and IB assessment components, is his/her own authentic work.

The IB Learner Profile is an important framework for the school's Academic Honesty Policy. We encourage the students of Lamar Academy to be:

- **Principled**, acting with integrity and honesty, taking responsibility for their own actions
- **Inquirers**, who acquire the skills necessary to conduct inquiry and research
- **Communicators**, who work effectively and willingly in collaboration with others
- **Open-minded** and accustomed to seeking and evaluating a range of points of view/perspectives
- **Thinkers**, who apply thinking skills to make reasoned, ethical decisions
- **Caring**, considering how academic misconduct affects the integrity of the program and the school community
- **Reflective**, giving thoughtful consideration of their own learning and acknowledging personal strengths and weaknesses

These qualities, when applied to learning and student work, will establish skills and behavior which support good practices in the classroom, in student work, and through IB assessments.

PROMOTING ACADEMIC HONESTY

The administration and faculty of Lamar Academy believe that academic honesty is the responsibility of all of our stakeholders: students, teachers, parents and the community. Academic honesty is a set of values that promote personal integrity and good practice in learning and assessment. To that end, stakeholders will help cultivate the culture and understanding of good practices.

School/Teachers will

- present the Academic Honesty Policy during IB Information Nights for parents and students considering entrance to the IB Programme
- mail home the Academic Honesty Policy (Honor Code) upon entrance to the IB Programme. Parents are asked to read and sign that they understand the policy.
- post a copy of the policy on our school website throughout the year for the public to see
- post the Academic Honesty policy in each classroom
- present the Academic Honesty Policy at New Student Orientation in the weeks before the start of the school year
- present the Academic Honesty Policy to all students during the start of the school year by the Head of School
- explain good practices and malpractice in each of the IB courses, especially as they pertain to specific assignments or IB assessment requirements
- present appropriate and relevant scenarios/situations to students highlighting acceptable and unacceptable practices
- provide formative and summative assessments on taught skills and practices regarding acceptable academic practices such as citations, source evaluation, etc.

- support and practice study skills and good practices through the school district required High School College Transition course for 9th graders in the Middle Years Programme
- have the school librarian explain good practices and malpractice as students begin research for IB assessments or assignments
- provide links to IBO.org materials explaining academic honesty on the school website

Parents/Community will

- sign the honor code and exit policy after reading the expectations set forth for students in the IB Programme
- discuss the honor code and exit policy with the student to ensure understanding of expectations
- attend a meeting on the presentation of the Academic Honesty Policy
- explain the importance of integrity and growth that comes from the student doing his/her own work
- respect the rules and requirements set forth by the teacher regarding acceptable practices
- help students manage their time in completing homework in a timely manner
- help remind students that sources used in completing course work should be cited and given credit
- speak with teachers about the requirements of assignments and what type of outside help is and is not allowed
- ensure that students undertake their learning without depending too much on other student input or old notes and assignments from siblings
- help monitor the use of group chats or other sharing programs when students are completing homework that should be done individually
- discourage any academic misconduct in their student's course work
- model ethical practices for the student

Exposure to good practices and information on academic honesty will help students understand how to avoid academic malpractice and maintain authenticity in their work.

Students who practice academic honesty will:

- understand the difference between collaboration and collusion
- understand plagiarism
- submit work that is authentically their own, using their own language, expression and ideas
- ask their teachers what type of help is and is not allowed or appropriate
- acknowledge the use of variety of sources by using the accepted conventions
- work collaboratively, but produce independently
- acknowledge help received by another person
- understand the consequences of academic malpractice at Lamar Academy and from IBO
- follow all rules during IB assessments and examinations
- uphold the Honor Code and report violations of the Honor Code

ACCEPTABLE CONVENTIONS

To ensure a standardized convention for citing and acknowledging sources and original authorship, the following conventions are taught as acceptable at Lamar Academy through the English A, Individuals and Societies, and High School College Transition courses:

- Modern Language Association (MLA) format
- American Psychological Association (APA) format

The following websites are available to help students practice acceptable citation formats for MLA and APA styles. These websites are also helpful in teaching students how to avoid plagiarism.

The Purdue Online Writing Lab (OWL)	http://owl.english.purdue.edu/
Son of Citation	http://www.citationmachine.net/
Easy Bib	www.easybib.com

ACADEMIC MISCONDUCT

What constitutes Academic Misconduct?

- **Plagiarism**
- **Collusion**
- **Duplication of work**

Plagiarism is defined as a representation of the ideas of work of another person as the candidate's own.

Plagiarism includes, but may not be limited to

- lack of credit given to sources used, including sources from the internet
 - *e.g. cutting and pasting information, such as text, images, audio, video, from internet sites without citation*
- misrepresenting the work of others as your own
 - *e.g. copying someone else's assignment or work, including arts pieces, and turning it in as your own work*

"Candidates [students] must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was intentional" (Academic Honesty, 2011).

A teacher quickly becomes accustomed to the writing styles of students, so when in doubt, teachers are easily able to check for the possibility of plagiarism online. Students should also be aware that the IB randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service. Students should further be warned that IB examiners are very adept at identifying work that is not authentic.

Collusion is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Collusion includes, but may not be limited to

- Exchange and/or use of old tests, IB markschemes (without teacher permission), reports, projects, etc. from one person to another and submitting the work as your own.

- Looking at someone’s paper or giving answers during an assessment or independent assignment.
- Using online shared formats (e.g. group chats) to share assessment information or distribute work that should be completed individually.

As part of the requirements for the IB Diploma Program, students will sometimes have the opportunity to work on a collaborative project as part of an IB assessment. Even so, the final work must be an independent product, unless otherwise specified, even if members of the group are sharing data. IB defines **collaboration** as *“working together on a common aim with shared information, which is an open and cooperative behavior that does not result in ‘allowing one’s work to be copied or submitted for assessment by another.’”* For example, in a collaborative project, such as an internal assessment, *“if two or more candidates have exactly the same introduction to an assignment, . . . this [will be interpreted] as collusion (or plagiarism), and not collaboration”* (Academic Honesty, 2011).

It is important for students to understand the difference between collaboration and collusion to avoid allegations of academic malpractice. Ultimately, any work submitted should be a reflection of the individual student’s language, expression and ideas with no semblance to anyone else’s work, especially if no citation is given.

Duplication of work is defined as the presentation of the same work for different assessment components and/or diploma requirements. For example, a student may not submit the same or similar work for an internal assessment and an extended essay.

Other behavior that gains an unfair advantage for a candidate or affects the results of another candidate includes, but is not limited to:

- Giving out questions that are on a test or assessment
- Using cheat sheets
- Using online shared formats (e.g. group chats) to share assessment information or distribute work that should be completed individually
- Fabrication of data for an assessment
- Using unauthorized materials during an IB assessment
- Misconduct during an IB examination or assessment session
- Anything a teacher specifies as cheating

“. . . IB World Schools need to take care that learners do not use plagiarism and/or collusion with fellow learners in order to bypass the hard work of learning.” (Carroll, 2012)

VIOLATION OF THE ACADEMIC HONESTY POLICY

Occurrences of honor code violation are documented using the following procedure.

- The teacher reporting the academic misconduct speaks to the student in question regarding the incident.
- If an incident of academic misconduct has clearly occurred, the teacher must fill out a referral form and must submit it to the assistant principal and IB Coordinator.
- The teacher will contact the parents of the student to inform them of the incident of academic misconduct. The parent may schedule a conference with the teacher and/or IB Coordinator or Head of School for further discussion.

- The IB Coordinator sets up a conference with the student to learn more about the situation in question. The student has an opportunity to speak on his/her behalf and include any statement regarding the incident on the referral form.
- If academic misconduct is confirmed, the referral will be placed in the student's academic file and corresponding consequences will be served based on whether this is a first, second or third incident (as specified in the Exit Policy).
- If academic misconduct is not confirmed, the IB Coordinator will meet with the teacher to discuss appropriate consequences based on the information acquired. The referral will not be placed in the student's academic file.

Plagiarism and other forms of academic misconduct will not be taken lightly. Any form of confirmed academic misconduct will be treated as a serious offense with no tolerance and severe consequences, as specified below.

Consequences at Lamar Academy:

1st Offense: Student will be given a verbal and written reprimand which will be placed in their IB file. The assignment or test will be subject to grade penalties. Disciplinary action commensurate with the reprimand, such as in-school suspension (ISS), may also be exercised. Parents will be notified of the offense and given a copy of the written reprimand. Students will be required to review the Honor Code with a coordinator.

2nd Offense: Student will be given a verbal and written reprimand which will be placed in their IB file. The assignment or test will be subject to grade penalties. Disciplinary action commensurate with the reprimand, such as in-school suspension (ISS), may also be exercised. Parents will be notified of the offense and given a copy of the written reprimand. The student (except freshmen*) will become ineligible to continue on to/with the Diploma Program. The student will be given the option to stay at Lamar to pursue the IB Course Certificate or attend another school. *Freshmen with a second offense will be placed on academic probation.

3rd Offense: Student will be exited from the program. Students dismissed for academic malpractice in the MYP will forfeit the opportunity to apply for the Diploma Program. Students dismissed for academic misconduct in the DP will forfeit the opportunity to take IB Certificate courses or earn the IB Diploma.

A student with three offenses will be exited from the program regardless of whether the infractions occurred in the MYP, DP or across both programs.

Consequences from IB:

- An investigation of malpractice is set in motion if a student is suspected of having engaged in academic malpractice.
- A senior examiner will review the evidence (scripts, exams, etc.) and will judge whether or not malpractice is suspected.
- If malpractice is suspected, the case will proceed to the final award committee. The final award committee makes the final decision in regards to awarding the IB Diploma or course results.
 - If the allegation of malpractice is dismissed, a grade is awarded following normal procedures.

- If no consensus is reached, a majority of the final award committee will decide the case.
- No results will be issued for a candidate until the investigation is complete.
- The penalty imposed will be based on the nature and severity of the offense. The penalty will be only for the subject in which there is a finding of malpractice.
- Malpractice in one or more of various component assignments will result in loss of eligibility for a mark for the component and subject.
 - Lamar Academy offers students the opportunity to earn the IB Diploma; therefore, a student found guilty of malpractice in any one subject forfeits earning the IB Diploma.

REVIEW OF THE ACADEMIC HONESTY POLICY

The Academic Honesty Policy is reviewed at least once annually at the beginning of the year by the Lamar Academy staff and administration. Amendments to the policy will be considered especially based on IB policy changes, school district policy changes, unprecedented incidents or challenges to the current policy, changes in the school community, or changes in community needs.

References:

Academic Honesty Publication (IB, 2011)
 Diploma Programme from Principles to Practice (2009)
 IB Diploma Programme Application Packet
 Academic Honesty in the IB: IB Position Paper by Jude Carroll (2012)
 Academic Honesty in the IB educational context (2014)

Appendices:

Diploma Programme Scenarios from *Academic Honesty in the IB educational context (2014)*
 Middle Years Programme Scenarios from *Academic Honesty in the IB educational context (2014)*
 Lamar Academy Honor Code
 Lamar Academy Exit Policy

Diploma Programme Scenarios

Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
MYP assessment task	Scenario	Response to support appropriate practices
Culminating Project History Extended Essay	<p>A DP student is writing his History extended essay. He has a scheduled meeting with his supervisor on Monday, where he is meant to submit a draft.</p> <p>Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites.</p>	<p>The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources.</p> <p>Without this planning stage, the extended essay risks being simply a collection of other people's ideas on the topic, which is especially problematic if the student does not cite these sources. Planning reduces the student's likelihood of passing off others' ideas as his own, whether intentional or not.</p> <p>The supervisor requests a conference to discuss the utility of the sources provided and reminds the student of correct conventions for citing sources used. The supervisor may also ask the student to schedule a meeting during his advisory period or after school in order to devote some focus time on working on the draft.</p>
Group Work Psychology Internal Assessment	<p>A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group.</p> <p>The student being pressurized understands this is inappropriate but wants to be popular with the group.</p>	<p>The teacher notices the group is being dominated by one member and has a conference with this domineering student and, a separate meeting with the student feeling coerced to write the reports. The teacher reminds both students that, although the data collection was done as a group, each member must write up an individual report.</p> <p>The teacher explains that a student having another student do their work and then submitting it as their own misrepresents the work, and is a violation of the honor code. The teacher may review the honor code with the students to ensure they understand the expectation of good academic practices.</p> <p>The teacher communicates this expectation back to the group so that all understand that it is important that students "submit work that is authentically their own, using their own language, expression and ideas." The report should reflect their own understanding of the research data.</p>
Creative Work Visual Arts Studio Work	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice.</p>	<p>The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ...", so that it is very clearly attributed.</p>

Middle Years Programme Scenarios

Approaches to teaching and learning	Self-management, social, communication, thinking and research skills	
MYP assessment task	Scenario	Response to support appropriate practices
Culminating Project Personal Project	<p>An MYP year 5 student is completing her personal project on hydroponic gardening. However, she changed her idea for the project very late in the learning process.</p> <p>As advised on the academic honesty form for MYP projects, she met with her supervisor three times, and the teacher signed off her work to date. Now the student is concerned that the form does not include any of her current research and decision-making, and her supervisor is unaware of her new direction.</p>	<p>The supervisor reminds the student about the importance of the process journal, and its purpose: to document progress throughout the project, including developments near the deadline for completion; to record selected, annotated and/or edited research notes; and to maintain a current bibliography.</p> <p>The Personal Project coordinator explains the relevance of the academic honesty form as a form of communication. As long as the supervisor is aware of the student's progression of ideas throughout the project, meaningfully recorded in the process journal, there is no need for concern.</p> <p>Based on this late change, the supervisor may request more meetings with the student to discuss progress on the new project to ensure appropriate development in the process journal.</p>
Oral Presentation Language and Literature Presentation	<p>An MYP student is organizing a presentation for language and literature, which will not be in her best language. The work will be filmed and uploaded to the school's private video channel.</p> <p>Her presentation is on <i>Astérix et Cléopâtre</i> and she would like to use extracts of the film and book in her presentation. She wonders whether she needs to ask for copyright permission. The school's video platform is not available to the public, and the project will not be used for commercial gain.</p>	<p>The teacher uses this example as a way to discuss piracy, responsible use and alternative royalty free print and multimedia resources (including creative commons licensing).</p> <p>Copyright law is complex and is often nationally-based. In most cases, copyright infringement occurs when intellectual property is used to make a profit by someone who is not its creator. To help in this situation, the school librarian is consulted and asked to speak with this student about copyright law and regulations so the student understands what procedures must be implemented for this Oral Presentation.</p> <p>If the student documents the film and book appropriately, it is unlikely that any permissions are needed.</p>
Independent Work Sciences	<p>As part of a science project, an MYP student has been asked to conduct a series of lab tests but found his results to be inconsistent.</p> <p>He has decided to copy data from his friend, who conducted the same experiment, under the same conditions, and whose observations more clearly confirmed his hypothesis.</p>	<p>Before the students submit their projects, the teacher discusses the importance of reporting data accurately. Achievement in the task depends on thoughtful analysis, not consistent results across trials or experiments. Scientific thinking relies on the honesty of researchers who design and carry out experiments, and the data they generate.</p> <p>Copying, fabricating or manipulating data won't help students attain a higher achievement level, and will be considered a violation of the honor code.</p> <p>The teacher explains to this student that copying another's data and submitting it as his own misrepresents the work, and is a violation of the honor code. The teacher may impose consequences for copied work, and may review the honor code with the student to ensure he understands the expectation of good academic practices. The teacher may also ask the student to resubmit the work to help the student demonstrate good academic practice.</p>

INTERNATIONAL BACCALAUREATE PROGRAMME at LAMAR ACADEMY HONOR CODE

The International Baccalaureate (IB) Programme offers quality education that not only ensures knowledge, but also cultivates the virtues of honor, courtesy, and perseverance. Of these virtues, honor is of great importance, for it is personal integrity that will influence and finally determine many of our actions and beliefs. To help advance the development of such values, an Honor Code has been established. The code will exist in order to uphold and reinforce values that are central to the IB traditions of excellence and to prevent violations of that tradition such as cheating or plagiarism. This Honor Code includes all classes and activities associated with Lamar Academy.

The Honor Code clearly states that:

Students shall be honor bound to submit their own authentic work that reflects their own language, expression and ideas. Students shall be honor bound to refrain from cheating of every kind, including plagiarism. Students shall be honor bound to take actions to stop any and all violations of this Honor code which they see. Such actions include speaking directly to the offender, speaking privately to an adult (teacher, counselor, administrator), or filing an Honor Code complaint in the IB office. Inaction implies that you condone inappropriate behavior. Living in a manner that is consistent with this code will produce an atmosphere of trust, freedom, and integrity rarely found on American high school campuses.

Students exercising Academic Honesty :	Academic Dishonesty Includes:
<ul style="list-style-type: none"> • Understand the difference between collaboration and collusion • Understand plagiarism • Submit work that is authentically their own, using their own language, expression and ideas • Credit sources when language, expression and ideas are not the student’s own • Ask their teachers what type of help is and is not allowed or appropriate • Acknowledge the use of variety of sources by using the accepted conventions • Work collaboratively, but produce independently • Acknowledge and credit help received by another person • Understand the consequences of academic malpractice at Lamar Academy and from IB • Follow all rules during IB assessments and examinations • Uphold the honor code and report violations of the honor code 	<ul style="list-style-type: none"> • Plagiarism, which includes <ul style="list-style-type: none"> ○ lack of credit given to sources used (e.g. <i>cutting and pasting information from internet sites without citation</i>) or ○ misrepresenting the work of others as your own (e.g. <i>copying someone else’s work or assignment and turning it in as your own work</i>) • Exchange of old tests, reports, etc. from one person to another • Use of old tests, IB markschemes (without teacher permission), reports, projects in work submitted as your own work • Sharing questions that are on a test • Looking at someone’s paper or giving answers • Using cheat sheets • Using online shared formats (e.g. group chats) to share assessment information or distribute work that should be completed individually. • Fabrication of data for an assessment • Using unauthorized materials during an IB assessment • Misconduct during an IB examination or assessment session • Anything a specific teacher considers to be cheating

I do hereby resolve to uphold the Honor Code of the International Baccalaureate Programme at Lamar Academy. I attest that all work submitted as part of the IB Programme, including in-class assignments, homework assignments, projects and IB assessment components, is my own authentic work. I shall refrain from all forms of academic dishonesty. I understand that breaches of the Honor Code will result in my removal from the International Baccalaureate Programme.

Student Signature

Date

Parent Signature

Date

INTERNATIONAL BACCALAUREATE PROGRAMME at LAMAR ACADEMY

Exit Policy

Exit from the IB Programs may be initiated by the student, parent, counselor, IB Coordinator or principal. Exit windows occur at the **end of the 1st week, 1st 6-weeks, 1st semester or end of the year.**

Student or Parent Initiated Exit

- Coordinator or counselor meets with student.
- Coordinator or counselor meets with parents.
- Student and parents complete Withdrawal Form. Student must clear: books, library, laptops, etc.
- Student completes clearance form.
- Student meets with their home campus counselor to be placed in appropriate classes.

Lamar Academy Initiated Exit

Academic Performance:

***Note:** For purposes of average values, grades with a .5 or higher round up to the next whole grade. Grades with a decimal lower than .5 do not round up to the next higher grade. Therefore a 69.5 or higher rounds up to a 70, but a grade below 69.5 does not round up to a 70. A 64.5 or higher will round up to a 65, but a grade less than 64.5 will not round up to a 65.

9th – 10th grades:

- Any student who has a failing first semester average (between 65 - 69*) in only one IB subject will be placed on academic probation for the second semester. Academic probation may include an individualized action plan and contact with a mentor.
- Any student who has a failing first semester average (below 65*) in any IB subject will be exited from the program.
- Any student who has a failing first semester average (below 70*) in more than one IB subject will be exited from the program.
- Any student who has a failing yearly average (below 70*) in any IB subject will be exited from the program.

11th grade:

- Any student who has a failing first semester average (between 65 - 69*) in only one IB subject will be placed on academic probation for the second semester. Academic probation may include an individualized action plan and contact with a mentor.
- Any student who has a yearly average below 70* in any IB subject will be exited from that class. This student will be ineligible to earn the IB diploma, will not receive the IB pin, stole, or honor cords and will not participate in the pinning ceremony.
- The student may choose to exit to the home campus or become a course certificate student. If the student elects to become a course certificate student, they will be allowed to complete the IB classes in which they have a passing semester average and to test in those subjects only.

12th grades: 1st Semester

- Any student who has a semester average below 70* in any IB subject will be exited from that class. This student will be ineligible to earn the IB diploma, will not receive the IB pin, stole, or honor cords and will not participate in the pinning ceremony.
- The student may choose to exit to the home campus or become a course certificate student. If the student elects to become a course certificate student, they will be allowed to complete the IB classes in which they have a passing semester average and to test in those subjects only.

Lamar Academy Initiated Exit

Bad Academic Standing:

A student who fails to submit or complete any IB component that is a required part of the Middle Years or Diploma Program will not be allowed to continue in the IB program. Requirements include:

- Personal Project (MYP)
- Community Service Requirements (MYP)
- Extended Essay (DP)
- CAS Requirements (DP)
- Internal Assessments (DP)

Students in the MYP who fail to complete the 9th-10th grade requirements may not apply for the Diploma Program at the end of the sophomore year. Students in the DP who fail to complete the 11th – 12th requirements will become ineligible to earn the IB Diploma.

Behavioral Misconduct:

A student who has demonstrated repeated behavioral misconduct will be subject to a Response to Intervention (RTI). The RTI will guide the development of a behavioral contract that the student is expected to adhere to in order to remain in the IB Program. Failure to meet the requirements of the behavioral contract will result in the dismissal of the student from the IB Program.

Attendance:

A student who consistently misses class due to repeated tardiness and/or absences may be lacking the required number of instructional hours/days for state or IB course requirements. Student cases of frequent tardiness and/or absenteeism will be reviewed, a parent meeting will be held, and recommendations for the student will be discussed to determine the best course of action.

Academic Misconduct/Honor Code Violation:

1st Offense: Student will be given a verbal and written reprimand which will be placed in their IB file. The assignment or test will be subject to grade penalties. Disciplinary action commensurate with the reprimand, such as in-school suspension (ISS), may also be exercised. Parents will be notified of the offense and given a copy of the written reprimand. Students will be required to review the Honor Code with a coordinator.

2nd Offense: Student will be given a verbal and written reprimand which will be placed in their IB file. The assignment or test will be subject to grade penalties. Disciplinary action commensurate with the reprimand, such as in-school suspension (ISS), may also be exercised. Parents will be notified of the offense and given a copy of the written reprimand. The student (except freshmen*) will become ineligible to continue on to/with the Diploma Program. The student will be given the option to stay at Lamar to pursue the IB Course Certificate or attend another school. *Freshmen with a second offense will be placed on academic probation.

3rd Offense: Student will be exited from the program. Students dismissed for academic malpractice in the MYP will forfeit the opportunity to apply for the Diploma Program. Students dismissed for academic misconduct in the DP will forfeit the opportunity to take IB Certificate courses or earn the IB Diploma.

***Note:** A student with three offenses will be exited from the program regardless of whether the infractions occurred in the MYP, DP or across both programs.

***I acknowledge that I have read and understand the Exit Policy of the International Baccalaureate Program at Lamar Academy.**

Student Signature

Date

Parent Signature

Date