



Cooper City Campus

ACADEMIC HONESTY POLICY



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Purpose

At Franklin Academy Cooper City (FACC), we believe that academic honesty is the responsibility of all stakeholders including students, teachers, staff, administrators, and families. A committee of teachers, leadership staff, and administrators from FACC's International Baccalaureate Middle Years Programme (IB MYP) developed this document in order to outline the key components of our Academic Honesty Policy.

Philosophy

In the MYP, students are possibly facing their greatest pressures from both parents and peers to achieve success. As a school, we must assist in the students' personal development and ensure academic honesty is understood and practiced as a high standard. Promoting personal integrity is also a crucial aspect of this policy. At Franklin Academy, students are expected to adopt the traits of the IB Learner Profile, which are embedded throughout the curriculum and school culture. These profile traits serve as guidelines for our Academic Honesty Policy and include:

- Inquirers – those who acquire the skills necessary to conduct inquiry and research;
- Knowledgeable – those who explore concepts, ideas and issues;
- Principled – those who act with integrity and honesty, and take responsibility for their own actions;
- Open-minded – those who are accustomed to seeking and evaluating a range of points of view; and
- Risk-takers – those who are brave and articulate in defending their beliefs.

When these qualities are practiced, they promote the type of behaviours and skills needed to be successful in both the classroom and future educational endeavors. These qualities also prepare students to be effective global citizens.

Mission Statement

The mission of Franklin Academy is to create life-long learners by developing critical thinking skills and promoting high levels of academic achievement in students, while meeting the benchmarks of a standards-based curriculum utilizing varied research-based instructional strategies, technologies, and media, with an emphasis on character development.

In an environment with high expectations, academic honesty is important in helping our school achieve its mission. As our students understand and put into practice the elements of the Academic Honesty Policy, they will build upon the foundation of good moral character that is essential for becoming life-long learners.

Defining Concepts of Academic Honesty

This portion of the document outlines the challenges that learners face in demonstrating honesty and how teachers, learners and all stakeholders share responsibility for ensuring that all actions in support of academic honesty are integrated and consistent. Academic honesty is defined as a set of intrinsic values and skills that promote the learner profile trait of principled. It also entails integrity in teaching, learning, and assessment. Furthermore, FACC expects that students respect others' intellectual property, and submit work that is of their own creation. If FACC students want to use the ideas of others in their work, they are expected to cite them appropriately, using the Modern Language Association (MLA) format.

IB defines academic misconduct as “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.” This includes:

A. CHEATING AND ACCOMPLICE TO CHEATING

Cheating is defined as behaviour that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. An accomplice to cheating is someone who makes the deliberate choice to help another individual cheat. Cheating includes but is not limited to:

1. copying another student's work (with or without his/her knowledge);
2. copying assessment tasks;
3. forgery;
4. using unauthorized notes or other study aids during an assessment;
5. submitting work as his/her own that has been copied; and/or
6. communicating with other students during an assessment.

B. COLLUSION

At FACC, collusion is defined as behaviour that provides another student with help in cheating. This help includes but is not limited to:

1. giving intellectual property (their own or others) to a student with intent to cheat;
2. providing information on how to obtain another student's intellectual property;
3. providing information on how to obtain assessment tasks (prior to examination);
4. forging documents for another student;
5. helping copy documents for another student;
6. providing unauthorized notes to another student during an assessment; and/or
7. taking an online assessment or assignment under another student's identity.

C. COLLABORATION

Collaboration is a necessary 21st century skill. Therefore, FACC desires that all of our students learn to collaborate ethically on academic projects. However, students must understand the difference between honest and dishonest collaboration. Collaboration is defined as cooperative work with other students on academic tasks. In collaborative work, students are assigned individual responsibilities to create interdependence and group accountability. Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration. Any behaviour during collaboration that falls under the definition of cheating or accomplice to cheating will be reported and addressed according to the terms of this policy. In addition, if a student is believed to have allowed fellow students (during collaborative work) to perform most/all of the required tasks, this will be considered a form of cheating.

D. AUTHENTIC AUTHORSHIP

Authentic authorship is defined as a student's piece of work based on his/her “individual and original ideas with the ideas and work of others fully acknowledged” (Academic Honesty). It is important to note that students may use resources that support their ideas, but they must also correctly cite the source using MLA format.

E. DUPLICATION

Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas. For example, a student cannot use his/her own summative work from a unit in Language and Literature about environmentalism for a summative task in Sciences (unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task). Also, a student cannot use a summative task that he/she completed

for Language and Literature Year 1 as a task in Language and Literature Year 3, even if the task is similar. In other words, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic careers.

F. INTELLECTUAL PROPERTY

Intellectual property is defined as ideas or work of another person, including professionals and students.

G. PARAPHRASING

Paraphrasing is defined as using different words to restate another person's ideas.

Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be properly acknowledged through citations using MLA format.

H. MALPRACTICE

Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, collusion, and duplication.

I. PLAGIARISM

Plagiarism is defined as "using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken" (qtd. in Carroll 3).

Plagiarism can occur when a person tries to represent another person's work as his/her own in order to obtain some benefit, credit, or gain. However, plagiarism can also occur unintentionally if a person does not acknowledge the work of others that helped him/her to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

J. CITATION AND FORMATTING

FACC will use the MLA citation format in all MYP classes and subject groups. Listed below are examples and website to assist with MLA's citation and formatting: All FACC students have access to both libraries during school hours and prior to school beginning at 7:45AM.

1. **Citation Machine**

<http://citationmachines.net/>

2. **Easy Bib**

<http://www.easybib.com/>

3. **Purdue English**

<https://owl.english.purdue.edu/owl/section/2/>

4. **Bibme**

<http://www.bibme.rog/>

MLA In-Text Citations Examples

- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).
- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

MLA Works Cited Page Example

- "Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.
- Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.
- Ebert, Roger. "An Inconvenient Truth." Rev. of *an Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

Roles of Stakeholders

Ensuring academic honesty is the responsibility of all stakeholders. Each member of the academic team is accountable for upholding this policy with integrity.

Student's Role

It is the student's responsibility to produce and submit assignments that represent his or her own work. When the ideas of others are included, this information must be properly cited. Students should ask for assistance if they are uncertain about how to correctly acknowledge sources. Learners are also accountable for understanding the Academic Honesty Policy and to ask clarifying questions at any time, if needed.

If students submit work that is not original, they must be willing to accept the appropriate consequences. Whether the academic dishonesty was intended or the result of inadequate effort, learners must take responsibility for their actions.

Families' Roles

Parents and guardians are expected to understand and support Franklin Academy's Academic Honesty Policy. It is critical that they attend any meetings or conferences in reference to the academic honesty of their students. Parents and guardians need to help their children abide by its contents and support them in the understanding of what constitutes authentic work and proper citing of sources. Families who observe any incidences of academic dishonesty are encouraged to report the incident to the student's teacher or administration.

Teachers' Roles

All subject area teachers have the obligation to instruct learners in the proper ways of producing authentic work. They must ensure that students understand how to create original work through both research and collaboration. Educators also need to make certain that students know how to properly cite sources, including when paraphrasing, in order to avoid plagiarism. These responsibilities are to be continually reinforced throughout the school year. The teacher's role further includes helping IB learners to fully comprehend the Academic Honesty Policy and to provide resources for them to use at home and in the classroom.

Leadership Team's Role

The members of the leadership team are required to support teachers and administration in upholding the Academic Honesty Policy. They must thoroughly understand its contents in order to provide necessary resources and/or delivery of consequences, if needed. The leadership team also has the responsibility to ensure that staff members comprehend this policy, and to assist them in educating their students.

Support Staff Role

Support staff members who witness any acts of academic dishonesty are required to report them to administration as soon as possible. It is not the responsibility of the support staff to confront the potential violators.

Administrative Role

The administrative team has the responsibility of ensuring that all stakeholders are in receipt of and understand the Academic Honesty Policy. Through written and electronic communication, as well as in-person trainings, administration is charged with the task of verifying that this policy will be enforced and supported by all parties involved. In addition, the administrative team will serve on the Academic Honesty Committee.

Academic Honesty Committee Role

The members of the Academic Honesty Committee have the sole obligation of enforcing the Academic Honesty Policy with integrity and consistency. The administrative team will determine appropriate sanctions according to the Administrative Discipline Matrix of the School Board of Broward County. When issuing consequences, administrators are required to make sure that the student policy violator understands the infraction and its ramifications.

Periodic review of this policy, along with its presentation to the Board, also falls under the jurisdiction of administration.

Detection and Reporting

Students are also under obligation to report any incidences of academic dishonesty to the teachers or administration. As IB learners, students are required to be principled. This includes performing with honesty and integrity. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential. Furthermore the reporter must not discuss the incident, or any details of it, with anyone other than the teacher and administration.

Academic Dishonesty Investigating

If a teacher has reason to believe that academic dishonesty has occurred, the following steps must be taken.

1. The teacher will investigate the suspected malpractice.
2. The teacher will communicate the outcome of his/her investigation to the IB Coordinator.
3. The case will then be referred to the Academic Honesty Committee and documented in the student folder.
4. Parents and legal guardians will be contacted prior to the hearing to inform them of the academic misconduct.

Academic Honesty Committee Procedures

1. Hold a hearing and investigate the suspected malpractice within 72 hours of the reported incident.
2. Interview other staff members and students related to the suspected malpractice.

3. Invite the student(s) involved to appear before the Academic Honesty Committee to explain the suspected malpractice, both orally and in writing.
4. The Academic Honesty Committee will then meet and use the Administrative Discipline Matrix of the School Board of Broward County to determine consequences.
5. Administration will contact parents/legal guardians to discuss the results of the investigation as well as the consequences.
6. An official letter will be placed in the student's file and the student will receive a Broward County Public Schools' referral.

Academic Dishonesty Consequences

Administering consequences that result from academic dishonesty will follow the same procedure as any disciplinary matter according to the Administrative Discipline Matrix of the School Board of Broward County.

1. All offenses require parent or legal guardian contact/conference and written referral to the Academic Honesty Committee. All documents related to the incident will be placed in the student's IB folder.
2. First Offense: The student will serve a Saturday detention. If school is not open on a particular Saturday, then the student will serve a half-day internal suspension.
3. Second Offense: The student will serve an out of school suspension (1-5 days), depending on the level/degree of misconduct.
4. Students will receive a "zero" or "no credit" for any assignment that has been completed through academic dishonesty.

Note: Students and parents or legal guardians have the right to see evidence, statements, reports and correspondence about the case.

Policy Creation Process

The Academic Honesty Policy was created by a committee which consisted of the IB MYP coordinator, the administrative team consisting of our principal and both assistant principals, two curriculum support teachers, one Language and Literature teacher, a Mathematics teacher, a Gifted endorsed teacher, an Individuals and Societies teacher, a Design teacher, a Science teacher, an ELL specialist, and our Special Programs Coordinator. The Academic Honesty Policy was developed with the assistance of publications from the IB "Principles into Practice" and "Guide to Authorization" as well as examples of "Academic Honesty Policies from IB World Schools." The following individuals comprised the Academic Honesty Committee.

- o Ms. Sunday-Science
- o Ms. Sander- Math/Gifted endorsed teacher
- o Ms. Terzado- Curriculum/ESOL
- o Ms. Nadal- Curriculum
- o Mr. Abinsay- Mathematics
- o Ms. Ignatius- Language and Literature
- o Ms. Barros- Individuals and Societies
- o Ms. Nugent- Design
- o Ms. Smith- Special Programs Coordinator
- o Mr. Carnaggie- IB MYP Coordinator
- o Mr. Delgado- Assistant Principal
- o Ms. LeRose- Assistant Principal
- o Dr. Sandberg-Principal

The Academic Honesty Committee met on the following dates:

- November 13th, 2014
- November 25th, 2014
- December 2nd, 2014
- December 4th, 2014
- December 9th, 2014

Staff members were made aware of the policy-making process through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings.

Policy Creation Process

The Academic Honesty Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Academic Honesty Policy through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings. FACC has an information website that consistently updates families on all IB aspects as well as provides all IB related documents. In addition, the Academic Honesty Policy is highlighted during the IB MYP Informational Parent night. Our goal is to translate our Academic Honesty Policy into Spanish to reach all stakeholders and families. The Academic Honesty Committee has determined that the policy will be reviewed three times each year. The initial review will occur during the second week of pre-planning, the second mid-way through the year in January, and finally at the conclusion of the year in early June.

Glossary of Terms

Term	Brief explanation	Page number
Academic Honesty	a set of intrinsic values and skills that promote the learner profile trait of principled, as well as integrity in teaching, learning, and assessment	pages 1, 2
Accomplice to Cheating	someone who helps another make a deliberate choice to gain an unfair advantage in an assessment situation	page 2
Authentic Authorship	a student's piece of work based on his/her individual and original ideas with the ideas and work of others fully acknowledged	page 3
Cheating	behaviour that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation	page 2
Collaboration	cooperative work with other learners on academic tasks where students are assigned individual responsibilities to create interdependence and group accountability	page 2
Collusion	behaviour that provides another student with help in cheating	page 2
Duplication	turning in the same work for different assessment tasks or different subject areas	page 3
ELL	English Language Learners	page 7
IB MYP	International Baccalaureate Middle Years Programme	pages 1,3,4,6,7
Intellectual Property	ideas or work of another person, including professionals and students	page 3
Malpractice	any act of academic dishonesty including plagiarism, cheating, and accomplice to cheating	page 3
MLA	Modern Language Association, a format for citing sources	pages 2,3,4
Paraphrasing	using different words to restate another person's ideas	page 3
Plagiarism	using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken	page 3, 4
FACC	Franklin Academy Cooper City	pages 1, 2

Standards and Practices

IB MYP Standards	Page (s) and section (s) in which the standards is addressed in FACC's Academic Honesty Policy
A.5 The school promotes responsible actions within and beyond the school community.	page 5- Roles of Stakeholders: Reporting and Detecting page 7-8-Policy Creation Process
B1.5d The school has developed and implements an academic honest policy that is consistent with IB expectations.	The entire Franklin Academy Cooper City Academic Honesty Policy
C3.4 Teaching and learning promotes the understanding and practice of academic honesty.	page 1 and 2- Defining Concepts of Academic Honesty pages 4 and 5- Roles of Stakeholders
C3.16 Teaching and learning develops the IB learner profile attributes.	page 1 and 2- Purpose, Philosophy, Mission Statement, Defining Concepts of Academic Honesty page 4- Role of Stakeholders: Students' Role page 5- Role of Stakeholders: Reporting and Detecting.

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Franklin Academy Cooper City is an authorized International Baccalaureate World School offering the Middle Years Programme. IB World Schools share a common philosophy- a commitment to a high-quality, challenging, and international education- that we believe is important for our students.

*Only schools authorized by the IB organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or The Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit our website at <http://cc.franklin-academy.org/> under the IB tab.

As an International Baccalaureate (IB) learner in the Middle Years Programme (MYP) at Franklin Academy, I understand that academic honesty is an important component of my educational career. It is critical that I operate with integrity in all aspects involving my academic, social, and personal development. I fully comprehend that I am expected to adopt the IB Learner profile attributes. When I practice these traits, I build the necessary skills and behaviors to be successful in both the classroom and as a global citizen.

In an environment with high expectations, academic honesty is vital in helping our school achieve its mission. Abiding by the Franklin Academy mission statement, the IB philosophy, and Academic Honesty Policy, I will strengthen my moral character in order to become an effective member of the rapidly growing worldwide community. Listed below are the principles of this policy that will guide me to make honorable decisions as an IB learner.

AN IB STUDENT DOES

- Work independently unless given permission by the teacher.
- His/her own work, which includes classwork, a study skill, a formative or summative assessment, or any online test or assignment.
- Use his/her own words and ideas.
- Give proper recognition to original authors when using their work.
- Use the resources and websites provided to help in research projects and proper MLA citations.
- Turn in original work for each subject group and understands that an original paper or project cannot be turned in more than once for different subject groups.

AN IB STUDENT DOES NOT

- Copy others' work, in whole or part, and claim it as his/her personal property.
- Share his/her work or information about an assignment with another student unless the teacher has instructed the student to work collaboratively with others.
- Share information about a test or test questions to students who have not yet taken the assessment.
- Talk during a test, or use outside resources for an advantage, such as notes, without the permission of the teacher.
- Commit any form of academic dishonesty as outlined in this policy.

My signature below indicates that I have read, understand, and agree to abide by the Franklin Academy Academic Honesty Policy. This knowledge also includes the acceptance of consequences for any policy violation(s).

Student Name (Print): _____

Date: _____

Signature: _____

Date: _____

I have read the Franklin Academy Academic Honesty Policy and will support the guiding principles that have been established herein.

Parent/Guardian Name (Print): _____

Date: _____

Signature: _____

Date: _____