



Franklin Academy Boynton Beach

Primary Years Program (PYP)
Academic Integrity Policy



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Academic Integrity Policy

Franklin Academy Boynton Beach

Philosophy of good practice in embodying teaching and learning in a culture of academic integrity.

Franklin Academy 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.

IB Mission Statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Philosophy:

At Franklin Academy Boynton Beach, we believe that academic integrity is the responsibility of all stakeholders. Our community should act with integrity and academic honesty at all times. This includes integrity in teaching, learning, and assessment. Furthermore, we expect that students respect others' intellectual property, and submit work that is their own creation. If our students want to use the ideas of others in their work, they are expected to cite them appropriately.

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

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work. (October 2019, page 3 of IBO Academic Integrity).

Academic Integrity and the Learner Profile:

As a school, we must assist in the students' personal development and ensure academic integrity is understood and practiced as a high standard. 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 A.I.P. 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, 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
- Courageous: those who are brave and articulate in defending their beliefs.

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

Defining Academic Misconduct:

IB defines academic misconduct as “behavior 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:

CHEATING AND ACCOMPLICE TO CHEATING:

Cheating is defined as behavior 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.

COLLUSION:

We define collusion as behavior 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.

COLLABORATION:

Collaboration is a necessary 21st century skill. Therefore, we desire 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 behavior 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.

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 Integrity). It is important to note that students may use resources that support their ideas, but they must also correctly cite the source.

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 ELA about plants for a summative task in Sciences (unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task). In other words, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic career.

INTELLECTUAL PROPERTY:

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

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.

MALPRACTICE:

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

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.

Responsibilities of Stakeholders:

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

Student's responsibility:

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 Integrity 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 integrity was non-intentional or the result of inadequate effort, learners must take responsibility for their actions.

Families' responsibility:

Parents and guardians are expected to understand and support Franklin Academy's Academic Integrity 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.

Teachers' responsibility:

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 Integrity Policy and to provide resources for them to use at home and in the classroom.

Leadership Team's responsibility:

The members of the leadership team are required to support teachers and administration in upholding the Academic Integrity 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.

School Staff responsibility:

School staff members who witness any acts of academic integrity being attempted are required to report them to administration as soon as possible. The PYP librarian will support students to develop these skills during their library classes and through research projects.

Administrative and IB Coordinator responsibility:

The administrative team and IB Coordinator have the responsibility of ensuring that all stakeholders are in receipt of and understand the Academic Integrity Policy. Through written and electronic communication, as well as in-person trainings, administration and the IB Coordinator is charged with the task of verifying that this policy will be enforced and supported by all parties involved. In addition, the administrative team, the IB Coordinator, and the Guidance Counselors will serve as the Academic Integrity Committee. The Media Specialist will also assist with reviewing policies with the students.

Academic Honesty Intervention:

At Franklin, students are introduced to the academic honesty policy at the beginning of the year and it is reinforced throughout the units of study. We hope students are principled and follow the school guidelines. However, if an academic integrity infraction occurs, consequences will vary depending on the severity of the situation, intent or non-intent, age and level of awareness of the student, history with regards to academic honesty, and other factors.

We strongly believe in supporting and guiding students in understanding their shortcomings to better learn from them. Therefore, teachers will first help students seek resolution through a reflective process by asking the student:

- 1) what happened,
- 2) how that decision made the student and others feel,
- 3) what can be done to rectify the action and
- 4) create a plan to execute principled decisions in the future.

If appropriate, students will be asked to redo the work and encouraged to ask for support and guidance as required

In this reflective process, we want the students to make principled decisions with a sense of intrinsic motivation so that he/she acts in a way that best benefits him/herself and the learning community. This will allow the student agency to apply to new strategies and new understandings with second chances; we believe that mistakes are opportunities for growth and development.

Consequences for repeated incidences:

- Cheating: a 0 on the test for student cheating;
- Collusion: the work will not be marked, and the student will be given the opportunity to redo it once for half credit; if the incident repeats, the student will receive a 0 for the assignment.
- Plagiarism: the work will not be marked, and the student will be given the opportunity to redo it once for half credit; if the incident repeats, the student will receive a 0 for the assignment.

Suggested Scope and Sequence for PYP plagiarism and collusion:

Grade	Expectations
K	<ul style="list-style-type: none">- Students will begin to put author’s ideas/phrases into their own words when appropriate and teacher directed.- I can share where I got my ideas.
1	<ul style="list-style-type: none">- Students will put literature and informational text into their own words.- I can show where I got information for my inquiry with assistance.
2	<ul style="list-style-type: none">- Students will put literature and informational text into their own words.- I can show where I got information for my inquiry.
3	<ul style="list-style-type: none">- Students will put literature and informational text into their own words- Students will begin to cite sources.*- I can use my own words. I can cite one source with a fill in the blank form.
4	<ul style="list-style-type: none">- Students will put literature and informational text into their own words and cite sources* for all individual and collaborative inquiries.- I can use my own words. I can cite at least one source (books, databases, magazines).
5	<ul style="list-style-type: none">- Students and parents will sign Academic Honesty Agreement for Exhibition.- I can use my own words. I can cite multiple sources online (books, databases, magazines, and primary sources).

Sources include primary and secondary (art, books, magazines, databases, websites, interviews, images, etc)

Policy Creation Process:

The Academic Integrity Policy was created by a committee which consisted of the IB Coordinator, ELL specialist, two Curriculum Support members, the ESE Coordinator, Librarian, Teacher, and our administrative team consisting of our Principal and both Assistant Principals. The Policy was developed by reviewing the publications IB “Principles into Practice”, “Academic honesty in the IB educational context”, “Academic Integrity Policy” as well as examples of “Academic Policies from IB World Schools.”

Professional Training:

To support best teaching practices at Franklin Academy, the Curriculum Team will explore, participate in and provide professional modeling as it relates to the implementation of this and all other policies. The IB and Curriculum Coordinators will help monitor and implement a professional learning plan that best serves the school to ensure that all relevant personnel have the most current understanding of academic research and best practices.

Policy Communication Plan:

The Academic Integrity Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Academic Integrity Policy through regular updates of the meeting agenda during curriculum meetings and PYP meetings. The document can be found on our school website that consistently updates families on all IB aspects. In addition, the Academic Integrity Policy is highlighted during the IB PYP Informational Parent night. The Academic Integrity 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
Academic Integrity	A set of intrinsic values and skills that promote the learner profile trait of principled, as well as integrity in teaching, learning, and assessment	Whole Document
Accomplice to Cheating	someone who helps another make a deliberate choice to gain an unfair advantage in an assessment situation	4
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	6
Cheating	behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation	4
Collaboration	cooperative work with other learners on academic tasks where students are assigned individual responsibilities to create interdependence and group accountability	5
Collusion	behavior that provides another student with help in cheating	5
Duplication	turning in the same work for different assessment tasks or different subject areas	6
IB PYP	International Baccalaureate Primary Years Programme	Whole Document
Intellectual Property	ideas or work of another person, including professionals and students	6
Malpractice	any act of academic dishonesty including plagiarism, cheating, and accomplice to cheating	6
Paraphrasing	Using different words to restate another person's ideas	6
Plagiarism	using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken	6

Resources:

IB Online materials as accessed through [My IB](#) and Programme Resource Center

Franklin Academy Cooper City Academic Integrity Policy

[Programme Standards and Practices](#)

[From Principles to Practice: The Learner](#)

[From Principles to Practice: The Learning Community](#)

[From Principles to Practice: Teaching and Learning](#)

[Academic honesty in the IB educational context](#)

[Academic integrity policy](#)