



ACADEMIC INTEGRITY POLICY 2020 - 2021



Purpose

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

Philosophy

In the MYP, students are 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 integrity 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 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
- Risk-takers – 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 global citizens.

Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national and international community, while adhering to the principle that all children can learn.

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.

Defining Concepts of Academic Integrity

This portion of the document outlines the challenges that learners face in demonstrating integrity and how teachers, learners and all stakeholders share responsibility for ensuring that all actions in support of academic integrity are integrated and consistent. Academic Integrity 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, we expect that students respect others' intellectual property, and submit work that is of their own creation. If our 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

We define collusion 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, 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 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 Integrity). 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

We 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 MYP students have access to the MYP library during school hours and prior to school beginning at 7:45AM. (Due to eLearning and the pandemic, the media center will not be available at this time.)

1. Citation Machine

<http://www.citationmachine.net/>

2. Easy Bib

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

3. Purdue English

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

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

4. Bibme

<http://www.bibme.org>

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 integrity 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 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 jeopardized 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 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. Families who observe any incidences of academic integrity being jeopardized 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 Integrity 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 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 Role

School staff members who witness any acts of academic integrity being jeopardized are required to report them to administration as soon as possible. It is not the responsibility of the school staff to confront the potential violators.

Administrative and IB Coordinator Role

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 Behavioral Interventionist will serve as the Academic Integrity Committee. The Media Specialist will also assist with reviewing policies with the students.

Academic Integrity Committee Role

The members of the Academic Integrity Committee have the sole obligation of enforcing the Academic Integrity Policy with integrity and consistency. The administrative team and IB Coordinator will determine appropriate sanctions according to the Administrative Discipline Matrix of the School Board of Broward County. When issuing consequences, administrator, behavioral interventionist, or the IB Coordinator 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 Integrity Investigating

If a teacher has reason to believe that academic integrity has been comprised, 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 and behavioral interventionist.
3. The case will then be discussed with the IB Coordinator and Behavioral Interventionist and documented in the IB Coordinator Academic Integrity binder.
4. Parents and legal guardians will be contacted by the appropriate admin to inform them of the academic misconduct.

Academic Integrity Committee Procedures

1. Discuss and investigate the suspected malpractice within 24 hours of the reported incident.
2. Interview staff members and students related to the suspected malpractice.
3. Invite the student(s) involved to discuss and provide a written statement to be given to the Academic Integrity Committee, IB Coordinator or Behavior Interventionist, to explain the suspected malpractice, both orally and in writing.
4. The Academic Integrity 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 within 48 hours of the reported incident to discuss the results of the investigation as well as the consequences.
6. A Broward County referral will be placed in the student's file as well as will be entered in TERMS, the student information system.

Academic Dishonesty Consequences – Minor Cheating (any cheating not including FSA, EOC, Mid-Terms, or Finals)

Administering consequences that result from academic dishonesty can 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 and a written referral to the Academic Integrity Committee. All documents related to the incident will be placed in the IB Coordinator Academic Integrity binder.
2. First Offense: The student will receive an article based on plagiarism to read and reflect upon. The student will also meet with a member from the Academic Integrity Committee to discuss what plagiarism is and how to make sure it does not happen again
3. Second Offense: The student will reread the plagiarism article and develop a lesson on plagiarism with guidance from a member of the Academic Integrity Committee.
4. Third Offense: The student will serve a 2-day internal suspension either virtually through a virtual platform or in-school depending on the student's registration at the time of the academic dishonesty, as well as loss of privilege. (Examples could be field trips, dances, sporting events, clubs, etc.)
5. Fourth Offense: To be determined based on repetitive factors.
6. Students will receive a "zero" or "no credit" for any assignment/assessments that have 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.

Academic Dishonesty Consequences – Major Cheating (including FSA, EOC, Mid-Terms, Finals, etc.)

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 and a written referral to the Academic Integrity Committee. All documents related to the incident will be placed in the IB Coordinator Academic Integrity binder.
2. First Offense: The student will serve a 3-5 day out of school suspension.
3. Second Offense: The student will serve a 6-9 day out of school suspension.
4. Third Offense: To be determined based on repetitive factors.
5. Students will receive a "zero" or "no credit" for any assignment/assessments that have

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, now known as the Academic Integrity 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, now known as The Academic Integrity 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.

- Ms. Sunday-Science
- Ms. Sander- Math/Gifted endorsed teacher
- Ms. Terzado- Curriculum/ESOL
- Ms. Nadal- Curriculum
- Mr. Abinsay- Mathematics
- Ms. Ignatius- Language and Literature
- Ms. Barros- Individuals and Societies
- Ms. Nugent- Design
- Ms. Smith- Special Programs Coordinator
- Mr. Carnagie- IB MYP Coordinator
- Mr. Delgado- Assistant Principal
- Ms. LeRose- Assistant Principal
- 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 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 monthly MYP meetings. We have an information website that consistently updates families on all IB aspects as well as provides all IB related documents. In addition, the Academic Integrity Policy is highlighted during the IB MYP Informational Parent night. We have now translated all of our policies, including the Academic Integrity Policy, into Spanish to reach all stakeholders and families. 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. This year, 2020, due to the Pandemic, the Leadership team reviewed the policy over the summer. At this time, we are planning on continuing the review process as planned in January and June.

Glossary of Terms

Term	Brief explanation	Page number
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	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	pages 2, 3
Cheating	behaviour that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation	pages 2, 3
Collaboration	cooperative work with other learners on academic tasks where students are assigned individual responsibilities to create interdependence and group accountability	pages 2, 4
Collusion	behaviour that provides another student with help in cheating	pages 2, 3
Duplication	turning in the same work for different assessment tasks or different subject areas	pages 2, 3
ELL	English Language Learners	page 6
IB MYP	International Baccalaureate Middle Years Programme	pages 1, 6, 7
Intellectual Property	ideas or work of another person, including professionals and students	pages 1, 2, 3
Malpractice	any act of academic dishonesty including plagiarism, cheating, and accomplice to cheating	pages 3, 5, 6
MLA	Modern Language Association, a format for citing sources	pages 1, 2, 3, 4
Paraphrasing	using different words to restate another person's ideas	pages 3, 4
Plagiarism	using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken	pages 3, 4

Standards and Practices

IB MYP Standards	Page (s) and section (s) in which the standards is addressed in the Academic Honesty Policy
A.5 The school promotes responsible actions within and beyond the school community.	Pages 4 Roles of Stakeholders: Reporting and Detecting Pages 7 - 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.	pages 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.

Bibliography

- Bibme leave the formatting to us." *Bibme*. N.p., n.d. Web. 2007-2014.
- Carroll, Jude. *Academic Honesty in the IB*. Cardiff: International Baccalaureate Organization, 2012.
- "Convert Your Works Cited into MLA, APA % Chicago Style Formats." WorksCited4U: Free APA, MAL & Chicago Works Cited Maker. N.P., n.d Web. 5 Sept. 2013
- International Baccalaureate Organization. *Academic Honesty*. Cardiff: International Baccalaureate Organization, 2011.
- International Baccalaureate Organization. *MYP: From Principles into Practice*. Cardiff: International Baccalaureate Organization, 2014/2015.
- International Baccalaureate Organization. *Programme Standards and Practices*. Cardiff: International Baccalaureate Organization, January 2014.
- Prairie Seeds Academy. *Academic Honesty Policy*. 2004.
- "Purdue English online writing lab." *Purdue English*. N.p., n.d. Web. 1995-2014.
- "The Free Automatic Bibliography and Citation Generator." *Easybib*. N.p., n.d. Web. Sept. 2013.

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.

Franklin Academy Academic Integrity Contract

As an International Baccalaureate (IB) learner in the Middle Years Programme (MYP) at Franklin Academy, I understand that academic integrity 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 integrity is vital in helping our school achieve its mission. Abiding by the Franklin Academy mission statement, the IB philosophy, and Academic Integrity 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; and
- 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; and
- 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 Integrity 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 Integrity Policy and will support the guiding principles that have been established herein.

Parent/Guardian Name (Print): _____ Date: _____

Signature: _____ Date: _____

Academic Dishonesty Consequences – Minor Cheating (any cheating not including FSA, EOC, Mid-Terms, or Finals)

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

7. All offenses require parent or legal guardian contact and a written referral to the Academic Integrity Committee. All documents related to the incident will be placed in the IB Coordinator Academic Integrity binder.
8. First Offense: The student will receive an article based on plagiarism to read and reflect upon. The student will also meet with a member from the Academic Integrity Committee to discuss what plagiarism is and how to make sure it does not happen again
9. Second Offense: The student will reread the plagiarism article and develop a lesson on plagiarism with guidance from a member of the Academic Integrity Committee.
10. Third Offense: The student will serve a 2-day internal suspension either virtually through a virtual platform or in-school depending on the student's registration at the time of the academic dishonesty, as well as loss of privilege. (Examples could be field trips, dances, sporting events, clubs, etc.)
11. Fourth Offense: To be determined based on repetitive factors.
12. Students will receive a "zero" or "no credit" for any assignment/assessments that have 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.

Academic Dishonesty Consequences – Major Cheating (including FSA, EOC, Mid-Terms, Finals, etc.)

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.

6. All offenses require parent or legal guardian contact and a written referral to the Academic Integrity Committee. All documents related to the incident will be placed in the IB Coordinator Academic Integrity binder.
7. First Offense: The student will serve a 3-5 day out of school suspension.
8. Second Offense: The student will serve a 6-9 day out of school suspension.
9. Third Offense: To be determined based on repetitive factors.
10. Students will receive a "zero" or "no credit" for any assignment/assessments that have 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.