



## **ACADEMIC INTEGRITY POLICY**

Academic integrity is a partnership of the International Baccalaureate Program, Hillsborough County Public Schools, and Walker Middle Magnet School.

International Baccalaureate Program Academic Integrity Policy aligns with the Hillsborough County Public Schools (HCPS) district-wide policy for academic honesty and supports the mission and vision of the district and IB Programs. This policy strives to promote personal integrity as well as lend support to a school- and district-wide culture of academic honesty.

Upholding academic integrity at Walker Middle Magnet School means students will complete all assignments and assessments independently, not sharing answers with others, not allowing others to copy their work, not copying responses from others, and not using digital language translators or other tools unless specific permission is granted by the teacher during the assessment. It is Walker Middle Magnet School's policy that students will complete all assessments and in-class assignments without looking at others' work or using notes or cell phones, unless otherwise instructed. There are, of course, many activities that require collaboration, and those times are clearly communicated to students. Additionally, students will not gain prior knowledge of the content of a test/quiz from one another by discussing or sharing assessed information prior to the test. Using a cell phone for any reason during an assessment is prohibited.

As principled students, it is crucial that we avoid plagiarism and adequately and accurately give credit to others for their work. Students must complete papers, research assignments, and presentations themselves while citing sources and giving proper credit to the authors. This includes references to materials quoted or paraphrased from any published source, including visual and audio materials on the internet. All students are encouraged by this policy to report any cheating or academic misconduct to the teacher immediately.

## **PHILOSOPHY**

Academic integrity is required of all students and serves as the foundation for academic excellence. Walker Middle Magnet School offers a quality education that not only ensures knowledge, but cultivates the virtues of honor, courtesy, and perseverance. Of these virtues, honor is of great importance, for it is personal integrity and respect for others



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that will influence and finally determine many of one's actions and beliefs. As such, all staff, students, and parents of Walker Middle Magnet School commit themselves to upholding the Walker Middle Magnet School Honor Code through a demonstration of principled actions.

### **District Policy**

The district provides support for academic integrity through its tiered discipline policy in the student code of conduct that can be found here:

<https://www.hillsboroughschools.org/conduct#15>

The district also says, "The availability of information on the Internet makes it easy to download or copy and paste content. While some content is licensed in a way that covers fair use, most of the available content is not. Stealing or plagiarizing of content can have serious academic and financial implications. Understanding copyright and fair use are important skills to have as students' progress through their education careers."

### **School & Teacher Responsibilities**

As an MYP school, Walker strives to provide a safe place for students by helping them enhance their personal integrity, develop their principled and reflective thinking, and learn from their mistakes. Walker partners with parents, community members, mentors, teachers, and student peers to educate children on the ethics and values of academic honesty.

In compliance with HCPS and the state of Florida's curriculum guidelines, it is the responsibility of the teachers to provide opportunities for students to produce original work. Teachers, along with media specialists, are also responsible for teaching citation and research procedures, and what constitutes dishonesty or plagiarism. Teachers will provide instruction in The IB's Approaches to Learning Skills, such as self-management, social awareness, communication techniques, critical thinking, and ethical research skills to encourage academic integrity. Teachers will not only teach academic integrity but will also model good practice with support from school administrators.

### **Family & Community Responsibilities**

Family support of this academic policy will enhance student learning as they strive to produce work that adheres to ethical norms and demonstrates the use of principled,



caring, and reflective behaviors. Families should become informed of the expectations of students and support these practices both inside and outside the school building. Community members should take advantage of the expertise and resources of the school media specialist when questions arise about plagiarism, copyright, other ethical issues, and good academic practice for citing sources. Families are encouraged to attend school information sessions to learn about how to support students in citing sources. <https://www.hillsboroughschools.org/digitalcitizenship>.

## RESPONSIBILITIES

**Student Responsibilities** It is an expectation that all students produce original work and adhere to district, school, and IB MYP policies. We use the Learner Profile to help students develop decision-making skills and positive work habits. We recognize that, with the support of the IB Learner Profile:

- students should take responsibility for their own work.
- students should produce individual, original work.
- students do not copy the work of others or share their work with others in any way, unless expressly given permission to collaborate.
- through accountable talk and academic citation conventions, students will give credit to other people working in a group.
- students cite sources according to agreed-upon, age-appropriate formats.
- students use cell phones, information technology, and library resources responsibly and with permission.
- students should report violations of the academic integrity policy to the teacher immediately.
- Use creativity and experience to produce original work
- Practice integrity and fidelity in all work
- Acknowledge assistance from experts, parents, peers, teachers, etc.
- Acknowledge sources for research
- Seek help as needed to follow policies for academic honesty
- Follow all instructions and rules given before and during exams and assessments
- Report instances of academic misconduct to teachers, counselors, or administrative staff



### **Teacher Responsibilities**

- Provide instruction in research protocols and citation of sources
- Provide instruction in summarizing and paraphrasing of information
- Provide examples of proper source citation, note taking, and source summarization
- Provide age-appropriate scenarios to examine expectations put forth in the Academic Honesty Policy
- Verify authenticity of student work through student conferences and online resources
- Provide feedback and additional instruction to students as needed
- Provide clear and accurate instructions for exams and assessments
- Protect the fidelity of all exams and assessments
- Review Academic Honesty Policy with students

### **Administration**

- Provide support through professional development opportunities for instructional staff
- Work with staff to effectively implement and uphold the Academic Honesty Policy
- Investigate claims of academic misconduct in a timely and impartial fashion

### **Parents**

- Provide support and encouragement for creativity in the production of original work
- Establish expectations for integrity and academic honesty on all work
- Exhibit interest in child's educational experiences and assignments
- Allow your child to independently complete projects and tasks
- Answer questions to help clarify instructions, terminology, or expectations

**Group Collaboration Guidelines** While we recognize that learning is a social endeavor, we must have common understandings to produce work within a group or partnership. The following points clarify our expectations for such work:

- Students are expected to know that the purpose of an assessment, summative or formative, is to show what they know, understand, and can do and must provide their own work. If there is any part of the collaborative project that is unclear, it is the student's responsibility to seek clarification from the instructor.
- When students are expected to work together, they must recognize and encourage contributions of others in the group. Each student's work should be explicitly acknowledged.



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- No one student should complete the work of the group and try to submit it as a collaborative effort.
- Each group member takes responsibility for his or her roles/tasks and ensures that the other members of the group understand the task and their responsibilities.
- When a product is required from a group, the product should represent each member's contribution, and students should periodically reflect on their roles and contributions.
- Students will always appropriately give credit to any outside research used to inform their product, using age-appropriate citation formats.

### CONSEQUENCES

Consequences for academic dishonesty or malpractice include, but are not limited to:

- Conference with student.
- Restorative circle to discuss and repair harm and clarify policies.
- Phone call to family.
- Appointment with peer mediation/review board.
- Resubmission of original work.
- Discipline referral or behavior tracking notation.
- Loss of privileges or restrictions from activities or rewards.
- Further restriction of assessment environment.
- Separation from peers or removal from activities.
- Out of school suspension.
- And/or reduction of conduct grade.

### DEFINITIONS

The following definitions and examples will enable students to have a clear picture of what is permissible and what is not. HCPS defines cheating as "The act of or the intent to fraudulently deceive."

- **Academic Dishonesty** can also be referred to as "malpractice." Malpractice includes plagiarism, copying, collusion, duplication of work, falsifying of data, or any other behavior that offers an unfair advantage for a student or that affects the results of another student. *When parents or other adults complete an assignment for a student, it is considered academic dishonesty and is subject to due consequences.*
- **Academic misconduct** – acts or behaviors that: a) misrepresent ownership of work or b) give an unfair advantage to one student or effect the results of another student



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- **Authentic authorship** – a student’s piece of work that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged
- **Plagiarism**- taking the ideas or works of another and submitting it and claiming that he/she produced it as an original piece of work. Example: performing a piece of music in band class, claiming he/she wrote it when it was written and published by another. Additionally, copying verbatim, or almost verbatim, from a website or other source, and inserting it into an essay or paper without proper citation is considered plagiarism.
- **Copying**- taking the work of another and submitting it as his/her own. Example: taking another student’s work, erasing the name and substituting one’s own name, or transferring someone else’s answers onto a homework or classwork assignment.
- **Cheating** –using or sharing answers during a test or assessment. Example: looking at another student’s answers on a test and copying his/her answer. Viewing another student’s work during an assessment without specific permission from the teacher is considered cheating.
- **Duplicating**- turning in the same assessment for different classes without the permission of the teachers. Example: an assignment that is given by the History teacher to write a paper on the causes of the Civil War, is also turned into the English teacher to satisfy the requirement of writing an informational text *without* the teachers’ knowledge that the same paper is being used to satisfy two assignments.
- **Falsifying data**- purposely changing, subtracting, or adding data of a lab report or another source to result in the desired outcome. Example: making up data to include in a lab report or changing actual lab report data to fit a desired result.
- **Integrity** – the quality of being honest and having strong moral principles
- **Intellectual property** – creations of the mind - such as artistic, literary, or musical works; discoveries or inventions; designs, phrases, or symbols
- **Collusion**- helping another to be dishonest by allowing him/her to copy work. Example: telling another student what was on a test before he/she takes that same test, or sharing data from an experiment, or allowing another student to turn in as his/her own product.



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- **Paraphrasing**- restating another person's words using one's own words. This is permissible when paraphrasing does not become copying or plagiarizing. Example: reviewing a magazine article and restating one of the author's sentences using the student's own age-appropriate words. Students must include the appropriate citation.
- **Summarizing**- the process of giving a brief description of another's main points. This is permissible when summarizing does not become copying or plagiarizing. Example: reading an article on a website, and describing, in the student's own words, the main points the author made.

### EXPECTATIONS

Walker Middle Magnet School utilizes the American Psychological Association and ModernLanguage Association styles and format for citation of sources. Students also receive instruction in the use of online resources.



## APPENDIX

### Scenario examples (options to be presented and discussed with students)

- Plagiarism
  - Student uses graphs, illustrations, or data in an assignment without proper acknowledgement of the source.
  - Student uses text, graphs, illustrations, or data in an assignment without proper citation (i.e. using verbatim text within quotation marks).
  - Students uses text from a source and translates it into another language for use in his/her work without acknowledging the source.
  - Student copies a work of art without acknowledging the source.
  - Student paraphrases text from a source, but does not acknowledge the source.
- Collusion
  - Student allows another student to copy all or part of his/her work.
- Duplication of work
  - Student hands in work that is the same or very similar for two different assignments.
- Misconduct during an examination
  - Student uses unauthorized material during a written or oral exam (cell phone, textbook, calculator, dictionary, etc.).
  - Student disobeys instructions given on an exam (continues to work beyond time allotted, disrupts the testing environment for others, begins assessment before permitted to do so, returns to a section where time has been called, etc.)
  - Student tries to communicate with other student(s) during an exam.
  - Student leaves textbook, cell phone, electronic device, calculator or other unauthorized material in a bathroom or other area that could be accessed during an exam.
  - Student copies the work of another student during an exam.
- Demonstration of behaviors that give an unfair advantage to a student or effect the results of another student
  - Student tampers with assigned grade (hacking, accessing teacher gradebook, etc.).
  - Student alters or removes the submitted work of another student.
  - Student falsely accuses another student of misconduct or cheating.





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