



**CARROLLWOOD
DAY SCHOOL**
Education with Character

Carrollwood Day School Academic Honesty Policy

The academic policy is in alignment with the mission of Carrollwood Day School: *The mission of Carrollwood Day School is to create entrepreneurial thinkers for a global society. We provide strong character-based education emphasizing problem-solving skills and philanthropic understanding. Our students are prepared to be world leaders using the International Baccalaureate Programmes, cutting-edge technology, creative arts, and competitive athletics. Most importantly, CDS fosters the development of the entire student not only in academics, but also ethically, emotionally, and through social experience. Our goal is to help students discover and develop their own talents and interests and use these to better the world and themselves.*

Academic Honesty Philosophy

CDS provides a safe environment that encourages students to be creative, imaginative, and learn from a variety of teaching styles while building the skills to appropriately acknowledge sources and references. The character education program based on the IB learner profile helps students to learn the value and ethics behind accurately citing and referencing, and the importance of academic honesty. Focusing on the IB Profile trait of being a principled person, aligns our academic development with the development of the learner.

It is the responsibility of all stakeholders in the students' education to understand the importance and definition of academic honesty and the consequent actions if there is malpractice.

The ultimate goal of the academic honesty policy at CDS is to teach students to research, analyze, understand and create original material with documentation to support their ideas.

In the PYP and MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research, and communication.

In the PYP, teachers co-create essential agreements with students at the beginning of the year. Those agreements as well as the attributes of the learner profile serve as a foundation for classroom norms for individual responsibility and student group work. During the Exhibition, students keep a binder that includes agreements that reflect academic honesty. Student research includes instruction on how to cite a variety of sources and the understanding of intellectual property, plagiarism, and authentic authorships.

In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed and to declare the academic honesty of their work. MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects. (Academic Honesty in the IB educational context, 2014)

Roles and Responsibilities in Supporting Academic Honesty

School:

- The entire CDS community is committed to the central importance of character education, of which academic honesty is an essential component.
- The school policy on academic honesty is provided in the handbook.
- MYP students are taught inquiry and research skills along with proper citation methods.
 - Students are explicitly taught how to cite sources beginning in Year 1. Years 1-5 use MLA citation.
- *Turnitin.com* is utilized as a check on student work in Years 3-5.
- Individual teachers review the academic honesty policy with their students at the beginning of their classes along with their expectations. Teachers also foster collaboration providing platforms for both individual and group ownership.
- School personnel report and record academic dishonesty (teacher, administration).

Student:

- To know and understand the academic honesty policy and the expectations and consequences that are associated with it throughout their tenure at CDS.
- Ensure that all the work they submit for assessment is authentic, with the work or Ideas of others correctly acknowledged.
- Students should ask their teacher for clarification of the expectations if they are unclear.
- MYP students sign an academic honesty declaration for course-work submitted.
- Report malpractice by other students to cultivate a culture of academic honesty

Parents:

- Parents should review the school's website to become familiar with the academic honesty expectations of CDS.
- Encourage their child to support a culture of academic honesty and the character education program.

Consequences of Academic Dishonesty

If there is an academic infringement or academic dishonesty identified by the teacher, the student will be addressed by the teacher to determine the severity and appropriate consequences. Teachers will consult with administration. Should a violation of academic honesty occur or become a recurring infraction, the resulting consequences are reflected in the school handbook.

Middle and Lower School dishonesty consequence:

- Consult with the assistant head of middle or lower school.
- Discussion with the teacher(s) involved.
- Individualized and continual teaching of what academic honesty means and the reinforcement of the skills needed.
- PYP will continue to reinforce the importance of student authenticity and crediting others' work.

Upper School 1st dishonesty: The consequences are as follows:

- The student must redo the work for no grade(teacher decision).
- A letter will be sent home to the parent(s).
- The student will have their name shared with their teachers to ensure that they are able to support and guide away from it recurring on future assignments.

2nd Dishonesty:

- Student must redo the work for reduced or no credit at the teacher's discretion.
- Student will have meeting with the Assistant upper school head and teacher.
- Parents will be contacted.
- Name will be shared with teachers.
- There will be a record on my back pack of incident
- Student will serve an in school suspension.

Terms associated with Academic Integrity as given in *A principled approach to academic integrity*, IB publications, 2019.

Academic integrity

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 behaviour in the production of legitimate, authentic, and honest scholarly work.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during, or after the completion of an assessment component or completion of an examination.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment.

Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

"Balance of probability" means that the decision-maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond a reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or perception of impaired judgment or undue influence can also be a conflict of interest.

Resources:

- *MYP: From principles into practice* (2014)
- *Academic honesty in the IB educational context* (2014)

- *Effective citing and referencing*
- Academic honesty in the MYP
- *A principled approach to academic integrity*, IB publications (2019)

The CDS PYP and MYP Academic Honesty Policy is reviewed every year at the beginning of the year. Staff provides ideas for revision at this time.

Last reviewed: March 2022