



Academic Honesty Policy Franklin Academy Pembroke Pines (K-12) Campus

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Purpose and Philosophy

At Franklin Academy Pembroke Pines (6–12), our campus, we believe that academic honesty is the responsibility of all stakeholders including students, teacher, staff, administrator, and families. A committee of teachers, leadership staff, and administrators from Franklin Academy Pembroke Pines (K– 12)'s International Baccalaureate Programme (IB) developed this document in order to outline the key components of our Academic Honesty Policy.

At Franklin Academy Pembroke Pines (K– 12) all stakeholders are expected to assist in the students' personal development to ensure that 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 ~ students who acquire the skills necessary to conduct inquiry and research; · Knowledgeable ~ students who explore concepts, ideas and issues.
- Principled ~ students who act with integrity and honesty and take responsibility for their own actions.
- Open-Minded ~ students who are accustomed to seeking and evaluating a range of points of view; and
- Risk Takers ~ students 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.

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.

Students' Role

It is the student's responsibility to produce and submit assignments that represent their own work. When the ideas of others are included, their 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 accept the appropriate consequences which are listed later in this document. Whether academic dishonesty was intended or the result of inadequate effort, learners must take responsibility for their actions.

Families' Role

Parents and guardians are expected to understand and support Franklin Academy's Academic Honesty Policy. It is critical that parents attend any meetings or conferences in reference to the academic honesty of their students. It is also expected that all of the provided documents regarding Franklin Academy Pembroke Pines (K-12) Academic Honesty Policy and the IB Academic Integrity Policy will be read. 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 and stay informed of the new technology that can become tempting for students. Families who observe any incidences of academic dishonesty are encouraged to report the incident to the student's teacher or to the 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 include helping our IB students 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 leadership team consists of the department heads, curriculum specialist, the IB coordinators, five assistant principals and the principal. 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.

Staff Role

Support staff members who witness any acts of academic dishonesty are required to report them to the 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 training, 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 Academic Honesty Committee for MYP students Year 1,2 and 3 consists of an assistant principal, the dean of discipline, and a teacher. The Academic Honesty Committee for MYP students Year 4 and 5 consists of an assistant principal and a teacher. The Academic Honesty Committee for all DP students consists of an assistant principal/DP coordinator, the principal, and a teacher. The Academic Honesty Committee will determine appropriate sanctions according to the Administrative Discipline Matrix of the School Board of Broward County as well as the most updated IB Academic Integrity Policy. When issuing consequences, administrators are required to make sure that the student policy violator understands the infraction and its ramifications.

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 being principled. It also entails integrity in teaching, learning, and assessment. Furthermore, Franklin Academy Pembroke Pines (K–12) expects that students respect others' intellectual property and submit work that is of their own creation. If Franklin Academy Pembroke Pines (K–12) students want to use the ideas of others in their work, they are expected to cite them appropriately, using the Modern Language Associations (MLA) format. Students in the IB Diploma Programme (DP) are expected to use Modern Language Associations (MLA) and American Psychological Association (APA) depending on the subject.

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 components”. This includes:

1. CHEATING AND ACCOMPLICE TO CHEATING

- a. Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage. An accomplice to cheating is someone who makes the deliberate choice to help another individual cheat. Cheating includes but is not limited to:
 - i. Copying another student's work (with or without his/her knowledge);
 - ii. Copying assessment tasks (i.e. quizzes, tests, etc.);
 - iii. Forgery.
 - iv. Using unauthorized notes or other study aids during an assessment.
 - v. Submitting work as his/her own that has been copied; and/or
 - vi. Communicating with other students during an assessment.
 - vii. Share or discuss test and/or quiz questions with others.
 - viii. Collaboration; if a student is believed to have allowed fellow student's (during collaborative work) to perform most/all of the required tasks, this will be considered a form of cheating.

2. COLLUSION

- a. At Franklin Academy Pembroke Pines (K–12), collusion is defined as behavior that provides another student with help in cheating. This help includes but is not limited to:
 - i. Giving intellectual property (their own or others) to a student with intent to cheat.

- ii. Providing information on how to obtain another student's intellectual property.
- iii. Providing information on how to obtain assessment tasks (Prior to examination);
- iv. Forging documents for another student.
- v. Helping copy documents for another student.
- vi. Providing unauthorized notes to another student during an assessment; and/or
- vii. Taking an online assessment or assignment under another student's identity.

3. AUTHENTIC AUTHORSHIP

- a. 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); including Artificial Intelligence (AI) websites and platforms. It is important to note that students may use resources that support their ideas, but they must also correctly cite the source using MLA or APA format.

4. DUPLICATION

- a. Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas. In other words, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic careers.
 - i. For example:
 - 1. a student cannot use his/her own summative work from a unit in Language and Literature about environmentalism for a summative task in Science (unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task).
 - 2. 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.
 - 3. A student cannot use the same topic/themes for internal assessments for two different classes while completing the DP: History Internal Assessment and Language and Literature Internal Oral.

5. INTELLECTUAL PROPERTY

- a. Intellectual property is defined as the ideas or work of another person, including professionals and students.
- 6. PARAPHRASING WITHOUT CITATION
 - a. 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 or APA format.
- 7. MALPRACTICE
 - a. Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, collusion, and duplication.
- 8. PLAGIARISM
 - a. 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).
 - b. 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.
 - c. 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.
- 9. CITATION AND FORMATTING
 - a. Franklin Academy Pembroke Pines (K–12) will use the MLA, and either MLA or APA, as requested by the DP teacher, citation format in all IB classes and subject groups. Listed below are examples and websites to assist with citation and formatting: All Franklin Academy Pembroke Pines (K–12) students have access to the library and personal devices with access to WIFI.
 - i. WorksCited4U www.workscited4u.com/
 - ii. Easy Bib <http://www.easybib.com/>
 - iii. Purdue English <https://owl.english.purdue.edu/owl/section/2/>
 - iv. Bibme <http://www.bibme.org>

Works Cited Page Example

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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 Academic Honesty Committee.
3. The administration will contact parent/legal guardians to set up a conference to discuss the results of the investigation as well as the consequences.
4. An official letter will be placed in the student's file.

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. MYP Students

- a. 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 cumulative folder.
- b. First Offense: Students will receive a "zero" or "no credit" for any assignment that has been completed through academic dishonesty. The student will additionally meet with administration and a suspension is possible.
- c. Second offense: Students will receive a "zero" or "no credit" for any assignment that has been completed through academic dishonesty. The student will additionally meet with administration and a suspension.

2. DP Students

- a. 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 cumulative folder.
- b. First Offense:
 - i. Students will receive a "zero" or "no credit" for any assignment that has been completed through academic dishonesty. The student will additionally meet with administration and a suspension is possible.
 - ii. If the assignment is any portion of the **internal assessment, external assessments or mock exams** the student will be removed from the DP Programme.
- c. Second offense:
 - i. Students will receive a "zero" or "no credit" for any assignment that has been completed through academic dishonesty. The student will be removed from the DP Program.

Note: The student, parents or legal guardians, and teacher 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 one Language Acquisition teacher, Individuals & Societies teachers, Science teacher, Language and Literature teachers and the principal. 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.

Tessely	Buchanan	Individuals & Societies
Tasha	Greer	Math
John	Hall	Language and Literature
Thangam	Kuttiyani	Science
Shaquonda	Lightbourn	Language and Literature
Tandi	Marshal-Oribhabor	Language and Literature
Joybeth	Pagan	Language and Literature
Emanuel	Picon	Individuals & Societies
Valentina	Pizani	Language Acquisition
Jessica	Potash	Language and Literature
Sally	Ryan-O'Donnell	Science

Joseph	Saenz	Arts
Sherece	Shabazz	Individuals & Societies
Vannesa	Valencia	Language and Literature
Rosemary	Young	Math
Matt	DeZurik	Individuals & Societies

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 Communication

The Academic Honesty Policy is shared with all stakeholders through a variety of communication methods. All students must read and sign our Academic Honesty contract at the beginning of every school year. Staff members learn about the Academic Honesty Policy through regular updates of the meeting agenda during curriculum meetings and bi-weekly Curriculum meetings. Franklin Academy Pembroke Pines (K–12) 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 Academy nights. Our goal is to translate our Academic Honesty Policy into Spanish, Creole, and Portuguese to reach all stakeholders and families.

Policy Review Process

The Academic Honesty Committee has determined that the policy will be reviewed once each year. The initial review will occur during the second week of pre-planning. The implementation of the Academic Honesty Policy in all MYP classrooms at Franklin Academy Pembroke Pines (K–12) will be reviewed by the leadership team (which consists of the Principal, five Assistant Principals, IB Coordinators, and the Curriculum Support Team.

Glossary of Terms

Abbreviation or Term	Brief explanation
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
Accomplice to Cheating	Someone who helps another make a deliberate choice to gain an unfair advantage in an assessment situation.
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
Cheating	Behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation
Collaboration	Cooperative work with other learners on academic tasks where students are assigned individual responsibilities to create interdependence and group accountability
Collusion	Behavior that provides another student with help in cheating
DP	Diploma Programme
Duplication	Turning in the same work for different assessment tasks or different subject areas
ESLS	Exceptional Student Education is an educational program that includes various services for students with special leaning needs.
IB	International Baccalaureate
Intellectual Property	Ideas or work of another person, including professionals and students

Malpractice	Any act of academic dishonesty including plagiarism, cheating, and accomplice to cheating.
MLA	Modern Language Association, a format for citing sources
MYP	Middle Years Programme
Paraphrasing	Using different words to restate another person's ideas
Plagiarism	Using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken

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Academic Honesty Contract

Franklin Academy Pembroke Pines (K-12) Campus

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.

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 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, study skills, formative assessments, summative assessments, online assignments, &/or tests.
- 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/APA citations.
- Turn in original work for each subject group and understand 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: _____

Student Signature: _____ Date: _____

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

Parent Name (Print): _____ Date: _____

Parent Signature: _____ Date: _____

