

**Korah C&VS  
Academic Honesty Policy**

ADSB OPERATIONS POLICY SECTION 6.18.03

The board has developed the following policy to ensure that students learn and demonstrate academically honest behaviour. Students demonstrate academically honest behaviour by **submitting authentic/original student work which is a reflection of their learning**.

**Definitions**

Cheating – the use of any kind of assistance (e.g. notes, electronic devices, copying) that is not permitted in an assignment or evaluation.

Plagiarism – the use of close imitation of the language and thoughts of another without attribution (appropriate citation), in order to represent them as one’s own original work. (p 151 Ministry of Education *Growing Success Assessment, Evaluation, and Reporting in Ontario Schools – First ed., covering grades 1 – 12, 2010*).

**Procedures/Consequences for Academic Dishonesty**

**Investigation**

- The teacher who has detected the evidence of plagiarism **will discuss the incident with the student(s) involved**.
- When a student is guilty of *Academic Dishonesty*, the teacher who detected the breach of trust **may issue a classroom consequence**. The **teacher will then report the occurrence to the school’s administration**. All forms of academic dishonesty will be documented and kept on file as established by the school principal (a separate file in the principal’s office). Schools will implement and utilize progressive measures to curb such incidents and to improve student learning.

**Communication**

If the teacher confirms that plagiarism has occurred, the teacher:

- will share with principal/vice-principal the specific details of the incident and recommend action to be taken (**for major assessments or if a pattern develops**); and
- will inform the parent(s)/guardian(s) (when the student is under age of 18), document and notify the principal/vice-principal.

**Consequences for Plagiarism**

School Administration, in consultation with the classroom teacher who detected the incident, will use a **progressive discipline model** and **will consider mitigating factors** to address each individual situation. Before appropriate consequences are determined, the following factors will be considered:

- a. the grade level of the student;
- b. the maturity of the student;
- c. the number and frequency of the incidents; and
- d. the individual circumstances of the student.

A student who is guilty of cheating, plagiarizing or assisting another student in doing so will face **one or more** of the following consequences at the discretion of the school administration:

- a mark of zero, as there has been no evidence that the student has demonstrated research skills;
- in the professional judgment of the teacher, there may be an opportunity to revise and resubmit an assignment with proper citations or complete an alternative assignment;
- depending on the specifics of the incident information will be shared with student's other teachers;
- counselling for the student including a review of academic dishonesty (e.g., Teacher-Student conference, Meeting with Student Success Teacher, Appointment with Guidance Counsellor);
- a Parent/Guardian interview with Principal/Vice-Principal/Teacher, and may include Student;
- a letter placed in the student's file and/or Ontario Student Record detailing the incident; and
- when determining additional consequences to this and any future offences, severity of the incident and the number and nature of previous offences will be taken into account.

### **Appeal**

All students accused of plagiarism or cheating have the right to appeal the teacher's decision in writing, **within 7 school days of the decision**, to the principal/vice-principal. Students may appeal the decision to the principal/vice-principal only after they have first discussed the matter with their teacher.

Students/parents will be provided a copy of the record of the incident specifics and are to be notified in writing of their right to appeal.

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**Addendum to ADSB Operations Policy 6.18.03 (2016, updated 2020)**

## **Background**

Integrity is a core value expressed in Korah's Motto and Learner's Profile.

In collaboration with a volunteer committee of Korah staff (representatives included administration, special education, and teachers of technical studies, academics, and work place studies), a Korah Learner Profile was established in June of 2015. In part, this learner profile was inspired by the IB Learner Profile, but was written to represent our school's population:

*Korah students engage in their learning while working towards their goals with integrity, hard work and perseverance.*

This profile, in conjunction with Korah's motto: *A quoque optimum; From each his or her best* -directly refer to the principle of integrity – producing one's own best work in a principled and honest way.

## **Teaching Enhanced Learning and IB DP Students**

### **Responsibility of all Teachers:**

- model academic honesty by citing references used in lessons (on handouts, slide shows, oral presentations)
- acknowledge the resources used in creating their own knowledge base, calling attention to the fact that knowledge is both acquired and created
- model and provide opportunity to practice accurate referencing and citing within the parameters of their own discipline (e.g. AP, MLA, Chicago)
- explicitly teach models of citation for a variety of sources (e.g. textbook, article, on-line sources, lectures, interviews, recordings) for use in all assignments including subject specific Internal Assessments, and External Assessments such as TOK essays, HL essays, and EEs
- reinforce working with integrity and honesty within formal and informal peer group circles (e.g. seminars, study circles), when assisted in study by others (e.g. peers, siblings, parents); stressing the importance of acknowledging the ideas of others and being respectful of ideas as intellectual property
- inform co-ordinator of any case of suspected academic dishonesty
- discuss suspected cases of academic dishonesty with student(s) involved
- outline the possible consequences for academic dishonesty

### **Responsibility of Co-ordinator:**

- ensure all stakeholders (teachers, students, parents) are aware of and understand Korah's , ADSB's, and IB's Academic Honesty Policy Documents
- meet with any student who has breached academic honesty policy in order to ensure student understands the policy, understands what constitutes plagiarism and academic dishonesty, and

understands consequence(s); teacher or parent may be present at meeting as required, desired, or deemed beneficial

- determine the underlying cause of the breach (accidental; lack of confidence; ill use of time; external or internal stressors, etc.)
- inform parent/guardian of the particulars of the case, the consequence(s), and the action plan (to ensure student is supported and does not make same mistake again)
- inform administration (vice-principal or head of school) of the case of academic dishonesty
- keep a file of each case of academic dishonesty to ensure the fair treatment of individuals and to watch for any trends in particular students or in particular assignments
- review policy with the IB Steering Committee on a yearly basis

**Responsibility of Students:**

- acknowledge that ideas and knowledge belonging to another are 'intellectual property'
- become aware of the use of technology in researching and expanding knowledge base must be carefully cited and acknowledged
- respect and acknowledge the ideas and work of others in all aspects of study (presentations, essays, orals)
- develop confidence in their own thoughts, ideas, and the expression of these ideas
- practice the appropriate citations required of a variety of sources in the prescribed method as outlined by subject teachers

**Responsibility of Parents:**

- to support encourage the development of confident and independent thought in their child
- to provide guidance and help with skill development in homework assignments, but not to complete work for their child

Sources:

*Academic Honesty in the IB educational context*, August 2014

*Diploma Programme: From principles into practice*, 'Academic honesty'. August 2015.