

SECTION 6: OPERATIONS

Policy 6.18.03 Academic Honesty Policy

Supporting Policies

[6.18 Assessment, Evaluation and Reporting Policy](#)

[6.18.01 Reporting Below Level 1](#)

[6.18.02 Missed and Late Assessment Tasks and/or Assignments](#)

[6.18.04 Homework Policy](#)

Supporting Procedures

Supporting Protocols

Supporting Templates and Forms

Guidelines, Checklists and Other Board Resources

External Resources

Approved by Board Resolution #025-2011 02 08

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The Algoma District School Board is committed to ensuring that students learn about and demonstrate academically honest behavior. All students and staff are expected to submit authentic work.

DEFINITIONS

Cheating – the use of assistance that is not permitted in an assessment or evaluation task.

Plagiarism – The use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's original work.

Forms of Plagiarism and Cheating may include, but are not limited to the following:

- Misrepresenting Effort-
 - presenting someone else's language, ideas, or other original (not common knowledge) as your own material (including direct quotations and paraphrases) without acknowledging its source;
 - misrepresenting body of evidence of learning that has occurred throughout the task (e.g. inaccurate logs, submission of previously evaluated work);
- Copying- submitting completed work that is partial or a direct copy of someone else's work;

- Source Citation- missing or falsifying citations, footnotes, endnotes, works cited or bibliography;
- Misuse of Communication Technologies –using devices to gather information when such acts are prohibited (e.g. communicating answers – texting/emailing during a test).

PROCEDURES

To achieve a school climate that fosters Academic Honesty for all students, the Algoma District School Board utilizes a progressive discipline model which includes a continuum of prevention programs, interventions, supports, and consequences.

When responding to students who have plagiarized or cheated, teachers and school teams will use a clear procedure that considers four mitigating factors when determining the appropriate outcomes and support for the student:

- the grade level of the student;
- the maturity of the student;
- the number and frequency of incidents;
- the individual circumstances of the student.

When a student plagiarizes or cheats, the student does not provide evidence of achievement. Based on the consideration of mitigating factors, teachers will choose from a variety of possible responses. Some resolutions include assigning a zero and/or the opportunity to complete a similar evaluation.

Consultations on possible consequences should include the teacher, department head (where applicable), and principal or vice-principal. Communication with the student and family should follow immediately. Possible consequences include:

- The teacher calls the parent or guardian
- The student reworks and resubmits
- Alternate assignment
- In-school discipline

Each secondary school will establish an Academic Honesty Committee. The Academic Honesty Committee must comprise, at a minimum, the school principal (or designate), the Student Success teacher, and the Guidance Head (or designate). Where appropriate, other staff, including, for example, professional support staff, subject teachers, credit recovery teachers, a Special Education Head (or designate), and elementary feeder school staff, may be included on the team to inform discussions about individual student placement.

RESPONSIBILITIES

Administration will

- communicate board expectations, procedures and resources such as Ministry and board documents to the wider school community. Examples of communication may include board and school websites, course outlines, board and school newsletters, and student planners. Consequences of such actions are clearly outlined in the school's code of conduct;
- promote character; and
- support teachers/students by following a progressive discipline model.

Teachers will

- model academic honesty by acknowledging sources of material used for instructional purposes;
- apply the procedures for dealing with breaches of academic honesty consistently and fairly;
- communicate expectations regarding plagiarism and cheating;
- provide age-appropriate direct instruction of research skills (e.g. evaluating sources, note making, paraphrasing, proper citing of sources using an appropriate style such as MLA, APA, variety of print and electronic resources);
- design assessment tasks that encourage academic honesty by:
 - (a) ensuring that summative assessments are completed under the direct supervision of the teacher whenever possible (Growing Success; p. 39);
 - (b) encouraging students to demonstrate higher order thinking skills;
 - (c) encouraging students to present creative and original work or reference current events;
 - (d) differentiating assessment tasks;
 - (e) engaging students in the design and process of the assessment task and the development of the success criteria;
 - (f) involving and monitoring student progress throughout the process by providing descriptive feedback, and structuring tasks to include components, such as conferencing and drafts; and
 - (g) using available tools, such as [TurnItIn](#).