Maple High School
Academic Honesty Policy

Rationale and Purpose

All community members of Maple High School share a responsibility in promoting and upholding a learning culture where academic honesty is paramount. Academic honesty refers to students providing original evidence of their learning and appropriately acknowledging the work of others. Academically honest students are responsible learners and creators, as well as critical and creative thinkers who recognize the value of one's reputation and do not sacrifice integrity for personal gain.

This policy is designed to foster individual proficiency in making knowledge, understanding, and thinking transparent for all students.

For individuals to receive an accurate assessment of their own achievement, the work submitted must be the student's own. Academic honesty is a shared responsibility and an expectation that guides all aspects of work completed at Maple High School.

Principles of Academic Honesty

At Maple High School we:

- foster the character attributes of fairness, honesty, integrity, and respect;
- create original works;
- value the authentic creation and presentation of products fairly and responsibly;
- value original and creative thinking and creation;
- take pride in providing appropriate credit to others for their work and citing sources when others' work is used; and
- accept and comply with the ever changing nature of information rights and the rights of content creators.

Stakeholder Responsibilities

In accordance with York Region District School Board Policy #305.2 Academic Honesty, Kindergarten to Grade 12, all stakeholders within the Maple High School community will have a common understanding of:

- the key concepts and definitions embedded within this academic honesty policy;
- the range of supports provided to students to promote academic honesty;
- the skills and strategies used to prevent cheating and plagiarizing; and
- the continuum of behavioural and academic responses and consequences for academic dishonesty.

Student Responsibilities:
- Ensure all work submitted is original in nature and that sources are cited appropriately;
- Actively seek guidance when unsure if acting with academic honesty;
- Ensure that on collaborative assignments, the final creations are produced independently; and
- Obtain permission, where possible, to use others' intellectual property.

Parents and Guardians Responsibilities:

- Support their child in developing time management skills to fully and honestly complete all course requirements; and
- Partner with teachers to promote the responsible creation of original and creative student works.

Teacher Responsibilities:

- Provide instruction in the learning skills and work habits related to academic honesty and the completion and submission of original work;
- Model in their own practice the academic honesty principles of this policy;
- Collect and track assessment for learning information to determine that students are prepared and able to honestly provide evidence of their learning;
- Use submission software (e.g., Turnitin) to promote student self-monitoring and to support students in ensuring that submitted work is original;
- Plan and schedule assignments for evaluation with colleagues to support a manageable workload and minimize opportunities for students to share the contents of assessments; and
- Access resources, such as *Copyright Matters!* and *Creative Commons* to increase their awareness of copyright protected materials and the sharing, use, and remixing of licensed works.

IB Coordinator Responsibilities:

- Communicate any academic honesty procedures specific to the IB Diploma Programme to parents, students, and teachers;
- Meet regularly with teachers and students to ensure understanding and compliance with IB Diploma Programme academic honesty procedures;
- Follow IB regulations and procedures in any case of alleged academic misconduct (i.e., plagiarism, collusion, cheating, communication of examination contents, and duplication of work).

Definitions and Terms

The following offers an explanation of common, related terms that pertain to this policy.

Term	Definition
Cheating	Is the attempt to gain an unfair advantage in an academic evaluation which may misrepresent the demonstration of a student's learning or the learning of others.
Plagiarism	Refers to representing someone else's ideas, writing or other intellectual property, whether published, unpublished or posted electronically, attributed or anonymous, as one's own without proper acknowledgement.
Collusion	Refers to supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
Duplication of Work	Is the presentation of the same work for different assessment components and/or Diploma Programme requirements.
Original Work	Refers to work that is written or created exclusively by the person themselves using a variety of ways including: written, visual and digital formats

Copyright	Is the exclusive legal right to produce, reproduce, publish or perform an original literary, artistic, dramatic or musical work. The creator is usually the copyright owner. (Source: Canadian Intellectual Property Office http://www.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/wr03719.html?Open&wt_src=cipo-cpyrght-main)
Intellectual property	Refers to the legal rights to ideas, inventions and creations in the industrial, scientific, literary and artistic fields. It also covers symbols, names, images, designs and models used in business. (Source: Canada Business Network http://canadabusiness.ca/government/copyright-and-intellectual-property/what-is-intellectual-property/)
Remix(ing)	Is the activity of taking samples from pre-existing materials to combine them into new forms according to personal taste—has been extended to [many] areas of culture, including the visual arts; it plays a vital role in mass communication, especially on the Internet. (Source: http://remixtheory.net)

Responses and Application of Consequences if a Student Engages in Academic Dishonesty

The responses and application of consequences for academic dishonesty will be based on: the grade level of the student, the maturity of the student, the number and frequency of incidents, and the individual circumstances of the student.

Teachers will use their knowledge of the learner, circumstances, and their professional judgement to determine appropriate responses or consequences. The responses and consequences, designed to maintain the dignity and self-worth of the learner and the integrity of the learning environment, may include:

- Engaging in a conversation to seek information and understand circumstances;
- Contacting parents/guardians (**mandatory**);
- Considering the learner profile, mitigating factors and information gathered during conversations;
- Referring students to administration;
- Collaborating with students to determine ways to make amends;
- Re-teaching strategies and skills to prevent future incidents;
- Having students re-do the submission, in part or in its entirety, or complete an alternate assignment; or
- Result in mark deduction, including a mark of zero.

Protocols for Academic Misconduct for IB Specific Assignments and Exams

Lack of referencing or acknowledging a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the final awards committee. It is the responsibility of Diploma Programme Teachers to support candidates to ensure all their work complies with IB regulations and must verify work before it is submitted to IB either electronically or in hard copy. Any misconduct during an examination must be reported to the IB Assessment Centre. If any candidates are investigated by the IB Assessment Centre the IB coordinator and the candidate's teacher will be required to explain the specific academic honesty guidance that was given to the candidate and the procedures used to verify the authenticity of the candidate's work.
(*Handbook of procedures for the Diploma Programme,* November 2015)

Communication of Policy

This information will be posted on the Maple High School's website for student and parent access and shared, with each student, in all course outlines, and again with the assignment of tasks, including but not limited to the Extended Essay, summative, culminating, reflective, and research assignments.

Academic Honesty Policy Review

This policy was developed and will continue to be evaluated and/or revised annually, barring exceptional circumstances, by Maple High School's teaching and administrative staff.