



HUGH BOYD
SECONDARY SCHOOL



Academic Honesty Policy

Policy Date: May, 2017

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Introduction and Purpose:

The Hugh Boyd Secondary Academic Honesty Policy is based on the school values of honesty and integrity, as well as the school beliefs that are found in the Hugh Boyd Mission Statement:

Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.

It is also based on the IB Learner Profile of “Principled” (2013), and of core IB objectives, philosophy and values.

Definitions:

Academic Honesty includes the correct use of paraphrasing and quotations alongside citing whenever using work that is not one’s own and otherwise, only presenting work that is one’s own. It is expected that at Hugh Boyd Secondary, all staff and students will abide by the rules and guidelines as outlined in this policy.

- Examination Misconduct – This includes any behaviour where one student has dishonestly acquired an advantage over other students and includes, but is not limited to: taking pictures of tests for one’s own use or for distribution to others, copying answers from others, using unauthorized notes during a test, using technology during an examination when instructed not to (including phones, calculators etc.), giving questions or answers from a test to another student, procuring a photo or copy of a test in advance, or any other form of cheating.
- Collusion – This includes helping another student to gain an unfair advantage over another student. Examples include, but are not limited to: allowing another student to copy one’s work, or allowing another student submit one’s own work.
- Assignment Misconduct – This includes, but is not limited to Google translate during a Languages assignment, plagiarism, copying and submitting work that belongs to another, submitting the same assignment to be assessed for different classes or years of the programme.
- Plagiarism – This includes representing work, words or ideas that are the property of another person or entity, without proper referencing or citations.

Examples of Academic Misconduct:

The following list was generated by staff in 2017:

- Copying homework
- Copying test answers
- Submitting someone else’s work as your own

- Using unauthorized notes during a test
- Using unauthorized technology during a test (ie. Smart phone, smart watch etc.)
- Plagiarizing essays & assignments
- Copying and pasting text into a document from another source
- Direct copying from another assignment
- Using google translate (in language classes)
- Claiming work that is not your own (ie. Websites, another person, articles, books)
- Cheating on tests-taking
- Using phones to look up information when unauthorized to do so
- Copying down someone else's work without citing
- Copying off a partner
- Providing in-text citations and endnotes when simply providing a bibliography is insufficient
- Texting during tests

Examples of Citing and Acknowledging Original Authorship:

See Appendix A.

Roles and Responsibilities:

School Administration:

- Ensure that the school community has access to the school's Academic Honesty Policy
- Ensure the school community understands the school's Academic Honesty Policy
- Ensure that students are aware of the elements of the policy, including consequences for academic dishonesty
- Ensure consequences are carried out in the case of academic dishonesty

Teachers:

- Ensure the Academic Honesty Policy is clearly communicated to students at the beginning of, and throughout each school year by including academic honesty requirements and consequences as part of the course outline
- Implement the school's policy
- As role models, teachers also abide by the rules laid out by the policy
- Be vigilant in ensuring that student work is their own
- Follow through with respect to consequences for academic dishonesty
- When marking group work, ensure that marks are allocated to students based on each student's own work

Teacher-Librarians:

- Provide instruction for students with respect to finding information and citing or referencing (in-library training for junior years)
- Assist students in finding information from a variety of sources
- Assist students in referencing and citing sources
- Work with teachers as needed to assist with finding and citing of sources when students are doing research work in the library

Students:

- Behave in a principled manner by not behaving dishonestly on tests or assignments
- Ensure all work turned in is one's own
- Ensure that when doing research or using text or ideas that belongs to another, all sources are correctly referenced and cited
- When working in groups, ensure that each student's role is clearly defined and that it is clear what parts or portion of group work is his/her own

Parents/Guardians:

- Support students in being academically honest
- Support the idea of intellectual property rights

Procedures and Consequences

- Teachers report to administration – fill out an academic misconduct form that is kept in centralized records to be kept by administration
- Teachers have access to the centralized records
- Teachers may inform parents based on the severity of infraction
- Repeated infractions will be dealt with by the school administration
- Grade 11/12 may receive an “N” for work habits
- Students who have been found to be academically dishonest will not receive grade 12 scholarships from the school's scholarship committee
- Depending on the context and severity of the infraction, students may receive a zero

Alignment of Policy

Hugh Boyd's assessment policy align with the school's policies as described below:

Hugh Boyd Mission Statement

Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.

The focus of our mission statement is to develop whole learners while working towards academic excellence. Academic honesty is part of academic excellence. As well, to be principled inquirers and respectful young adults, students must practice academic honesty.

Hugh Boyd Assessment Policy

The policy aligns with the Assessment Policy in that the authentic assessment and evaluation of student achievement require a proper evaluation of student abilities and achievement. Evaluation

needs to be based on work students have completed and submitted with the understanding that it is their work and not the work of others. In order to be eligible for award and scholarships, and in order to achieve a “G” for work habits students must exhibit academic honesty.

Hugh Boyd Language Policy

Our Academic Honesty policy aligns with the Language Policy in that students are supported, where possible, in learning through their mother tongue. This decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. ELL teachers and the teacher librarian, who is also ELL and English trained, will help bridge the cultural and language gap to help with student understanding of academic honesty.

Hugh Boyd Inclusion Policy

Our Academic Honesty Policy aligns with our Inclusion policy in that students of all levels are taught strategies that prevent academic misconduct, and students can demonstrate knowledge in different ways. Students with special needs will be supported by Learning Support Teachers, Education Assistants, and classroom teachers to produce work and demonstrate learning at the students’ level and abilities.

Policy Review

The policy is a living, working document. The policy will be reviewed each year in consultation with departments, administration, teachers, students and parents.

How will we communicate the policy

The policy will be communicated through the school website, the student agenda and the MYP Teacher Handbook.

Sources

The International Baccalaureate Organization. “Academic Honesty in the IB Educational Context.” 2014. www.occ.ibo.org.

The International Baccalaureate Organization. “Coordinator Support Material.” 2014. www.occ.ibo.org.

The International Baccalaureate Organization. “International Baccalaureate. Learner Profile.” 2014. <http://www.ibo.org/programmes/profile/>.

The International Baccalaureate Organization. “MYP: From Principles into Practice.” 2014. www.occ.ibo.org.

Appendix A:

Examples of Citing and Acknowledging Original Authorship:

Direct quotes

Using someone else's direct words for your research, while giving credit to that person/source.

The quote is enclosed in quotation marks. Include the author's last name and date of publication as well as page numbers if available.

**** Don't over-quote! No more than 10-15% of your paper should consist of quotes.**

Examples:

Joseph Conrad writes of the company manager in *Heart of Darkness*, "He was obeyed, yet he inspired neither love nor fear, nor even respect" (87).

"The red tree vole is a crucial part of the spotted owl's diet" (Moone 15).

Block Quotes

The block quote is used for direct quotations that are longer than 4 lines. Indent the entire quote 1 inch or 12-16 spaces.

Example:

At the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island: and infected by that emotion, the other little boys began to shake and sob too. (186)

Paraphrase/Summary

A paraphrase is a quotation rewritten in your own words. A summary is a condensed version of a longer passage from an outside source. Both require citations. Include the author's name and the page number.

Examples:

Oregon salmon populations have dramatically declined in the past decade (Lenz 27).

Kafka describes the insecurities of his youth, analyzing his social shortcomings in school and his rocky relationship with his father (44-46).

Indirect Quote

When possible, cite information directly. If you must cite a source that was cited in another source, name the original source in your signal phrase. Include the secondary source in parentheses with the abbreviation "qtd. in" (quoted in). Include the indirect source in your works cited list.

Example:

Jackson stated that... (qtd. in Johns 14).

In this example, "Johns" should appear in your works cited list.

Multiple Authors

2-3 Authors:

Studies have shown that more and more teachers are changing careers after their first year of teaching. (Posamentier, Jaye, and Krulik 55).

3+ Authors:

Stutts et. al. argue that language development may also impact development in related parts of the brain (339).

Based on MLA Handbook 7th ed.