

ACADEMIC INTEGRITY AND STUDENT RESPONSIBILITY

Background:

The purpose of this procedure is to ensure that the concepts of academic integrity and student responsibility are introduced in an age appropriate way to all students across the Northwest School Division. The procedure will:

- Provide clarity regarding expectations related to academic integrity and responsibilities to students, teachers, administrators, parents/guardians, and board members.
- It will also support consistency in all grades and subject areas within the school division.

Procedures:

The following definitions form the basis for this procedure:

Academic Integrity

Evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.

Student Responsibility

Assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.

Plagiarism

The unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. The process of taking another person's work, ideas or words, and using them as if they were one's own.

Students are responsible for providing evidence of their learning within established timelines, and understand that there are consequences for cheating, plagiarizing, not completing work, and submitting work late. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Schools are expected to enforce principles regarding academic integrity.

Northwest School Division will work collaboratively with their schools and communities to develop strategies for helping students understand the gravity of such behavior and the importance of acknowledging the work of others. Penalties for cheating/plagiarism will be imposed according to individual school policy.

The Education Act, 1995 assigns the in-school administrator the responsibility for defining and prescribing the standards of the school with regard to the duties of students. This can include establishing and communicating policies and procedures governing academic integrity and responsibilities. The general intention of the Act is that boards of education have primary responsibility for developing any rules regarding or with respect to how in-school administrators and teachers deal with plagiarism within the overarching expectations of the provincial curriculum and The Education Act, 1995.

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

Teachers, supported by the in-school administrator, have a primary responsibility for communicating and applying the policy within the courses they are teaching. Teachers should apply their professional judgment within Board policy, as they are in the best position to have an understanding of a student's individual abilities and personal circumstances.

The role of teachers related to academic integrity and student responsibility may include:

- introducing concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations, teaching students accepted conventions for referencing the ideas of others in written work;
- clearly explaining expectations of students in relation to assignments, including how assignments will be evaluated, due dates and implications of submitting work after the due date;
- adapting assignments to suit individual abilities, circumstances and learning styles;
- working with colleagues to plan assignments so that there is a balanced workload for students throughout the semester, which helps students to meet their due dates for each course;
- following school division policy and administrative procedures related to academic integrity and student responsibilities;
- meeting with the student and parent(s)/guardian(s) to discuss issues related to completion of work in a timely manner; and,
- working with staff, students and the school community council to develop a statement of student responsibilities and expectations.

It must be made clear to the student that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They can include but not limited to:

- asking the student to clarify the reason for not completing the assignment;

- helping students develop better time-management skills;
- collaborating with other staff to prepare a part- or full-year calendar of major assessment dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists; in secondary schools, referring the student to the student support team or teacher.
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counseling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for EAL learners;
- reviewing whether students require student support services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counselors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;

Reference: Sections 85, 87, 175, 231 Education Act
The School Division Administration Regulations 45, 49

Approved: December 12, 2018