



The Guelph Collegiate Vocational Institute

Proud of Our Past... Confident in Our Future



Academic Integrity Policy

The Guelph Collegiate-Vocational Institute requires students to demonstrate honesty and integrity in their academic work. Educating the school community on academic integrity and ensuring this principle is an inherent part of school culture allows for fair assessment that reflects the genuine achievement level of each student. This, in turn, supports the teaching and learning process. When we practice academic integrity we are being principled and reflective learners. Maintaining academic integrity is a shared responsibility between GCVI administration and staff, students and parents/guardians, as outlined below.

Further to this policy, students in the International Baccalaureate Diploma Programme are expected to follow the [International Baccalaureate Academic Integrity Policy](#).

The implementation of this policy is the responsibility of the school administration or designate. It is available on the school website and posted to the IB google classroom. The policy will be reviewed on a yearly basis.

Instances of Academic Misconduct

Cheating on tests/exams is defined as completing an assessment in a dishonest way that gives the student an unfair academic advantage. Examples include, but are not limited to: taking unauthorized material into an assessment, using an unauthorized calculator, receiving/sending an electronic message to another student with test questions/answers, reading another student's answer during an assessment, sharing details of an assessment with another student who has yet to complete the assessment, etc.

Plagiarism is defined as the unauthorized use of or close imitation of, the language and thoughts of another author (including another student) and the representation of them as one's own original work. Examples include, but are not limited to: copying another student's project (portions or in its entirety), copying an essay found on the internet (portions or in its entirety), paraphrasing parts of a book or article without reference or citation and using other artists' images/artworks, or pieces of music as your own original work.

Peer Plagiarism is defined as the lending of work by one student to another which allows for their work to be copied.

Collusion is defined as students working collaboratively and submitting similar and/or identical work when the requirement is for students to submit final work that has been produced independently. Teachers may require students to collaborate (for example, they may work together to gather data or research a topic), the final independent work being assessed must be written in the candidate's own words.

Duplication of work occurs when the same work is presented for different assessment components and/or diploma requirements.

Fabrication of data occurs when a candidate does not use authentic data but instead produces false data to be used in an assignment.

Submitting work commissioned, edited by, or obtained from a third party is defined as submitting work that was heavily edited by a third party to circumnavigate the rules on teacher support or when a student submits work that was entirely produced or edited by a third party. An example of this is a parent or tutor editing the student's work beyond what is permissible.

To ensure that work submitted is the student's original work:

| Students will: | Teachers will: | Parents will: |
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| <ul style="list-style-type: none"> ● use only authorized materials during assessments (no cheat sheets or looking at other students' work); ● refrain from submitting assessments used in one course for another; ● ask specific questions to clarify their understanding of citation and referencing; ● understand the difference between paraphrasing and developing their own ideas; ● provide evidence of rough drafts and edited work; ● use the support and resources provided by the P.G. Reid Library Learning Commons; ● use the support of Special Education (where appropriate). ● not give their work or assessments (including past assessments) to other students. | <ul style="list-style-type: none"> ● remind students that incidents of academic dishonesty could result in a zero for a portion of, or their entire assessment; ● set clear expectations for citation and referencing appropriate to subject discipline and grade; ● require students to submit outlines, rough drafts, partially finished work throughout the assessment process and include these artifacts in meaningful feedback loops. ● increase the use of observations and conversations. ● provide explicit teaching of citation and referencing (from grade 9 to 12) and consider having teacher-librarians in the P.G. Reid Library Learning Commons give the appropriate lesson in the library environment; ● provide descriptive feedback on the use of citation and referencing, in collaboration with the teacher-librarian; ● consider using the available plagiarism detection service, Turnitin/Urkund, whereby students submit their work electronically to help identify plagiarized passages. | <ul style="list-style-type: none"> ● support their children in planning a manageable workload so they can allocate time effectively; ● abstain from completing the work for their children; ● support their children's understanding of academic honesty policies, procedures and subject guidelines. |

Investigating Academic Misconduct

GCVI staff believe in preventing malpractice through education and teachers modeling. In the unfortunate event that academic dishonesty does occur, the following actions will be taken.

If the student submits an assessment where academic misconduct is suspected or proven:

| Teachers: | Teachers will consider the four mitigating factors: |
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| <ul style="list-style-type: none"> ● Will explain to the student the evidence found that constitutes cheating; ● May ask the student to reflect on their academic honesty to determine what can be done differently in the future so they can successfully complete assignments; ● May ask the student to complete an alternative assessment, possibly in a timed | <ol style="list-style-type: none"> 1. Maturity of the student; 2. Individual circumstances of the student; 3. Grade level of the student; 4. Number and frequency of incidents. <p><u>UGDSB Assessment and Evaluation Procedures Manual 606-A, Section 6.2.7</u></p> |

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| <p>and supervised setting; re-do the original assessment with proper citation; participate in an academic honesty tutorial in the P.G. Reid Library Learning Commons;</p> <ul style="list-style-type: none"> ● If the act of academic dishonesty puts the student at risk for the credit, the student may repeat the course through alternative programs for successful credit completion (summer school, credit recovery, independent learning, etc.). | <p>After considering the four mitigating factors, teachers will, in their professional judgment:</p> <ul style="list-style-type: none"> ● Contact parents/legal guardian of the student; ● Document the incident in the Student Information System (Add detailed note to Maplewood); ● Refer the student to the School Administrative Team and IB DP Coordinator if in the Diploma Programme; ● Ask the student to complete on alternative assessment; ● Assign a zero for a portion of or the entire assessment (in consultation with the administrative team if a zero is being given for a major evaluation). ● Assign a zero as a placeholder until the student is able to demonstrate their learning |
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Appeal Process at GCVI

A student may request to appear before an examining board of the Vice-Principal and two teachers as appointed by the Principal to review the alleged offences. A student may request the presence of a parent or peer. The examining board will decide whether the academic dishonesty was:

- committed unintentionally
- committed intentionally
- not committed

The decision of the examining board is final.

Investigating Academic Dishonesty regarding an IB DP Assessment

In the case that academic dishonesty is identified *after* an IB assessment piece is submitted to the IBO, the IB DP Coordinator will report to the IBO and an investigation conducted by the IBO will follow. IBO's final award committee will review each case regarding suspected malpractice and then decide whether to either uphold or dismiss the allegation.

For complete documentation, including investigation procedures, offences and their penalties, please refer to Appendix 2: Student academic misconduct found in the IBO's [Academic Integrity Policy](#).