



QUEENS GATE ACADEMY

Private School from JK - Grade 8

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QGA: IB Academic Dishonesty Policy

Purpose:

At Queens Gate Academy (QGA), we believe that academic honesty is the responsibility of all stakeholders including students, teachers, staff, administrators, and families. A committee of teachers, leadership staff, and administrators from QGA developed this document to outline the key components of our Academic Honesty Policy.

Philosophy:

Students are possibly facing their greatest pressures from both parents and peers to achieve success. As a school, we must assist in the students' personal development and ensure academic honesty is understood and practiced as a high standard. Promoting personal integrity is also a crucial aspect of this policy. At Queens Gate Academy, students are expected to adopt the traits of the IB Learner Profile, which are embedded throughout the curriculum and school culture. These profile traits serve as guidelines for our Academic

Honesty Policy and include:

- **Inquirers** – those who acquire the skills necessary to conduct inquiry and research;
- **Knowledgeable** – those who explore concepts, ideas and issues;
- **Principled** – those who act with integrity and honesty, and take responsibility for their own actions;
- **Open-minded** – those who are accustomed to seeking and evaluating a range of points of view; and
- **Risk-takers** – those who are brave and articulate in defending their beliefs.

When these qualities are practiced, they promote the type of behaviors and skills needed to be successful in both the classroom and future educational endeavors. These qualities also prepare students to be effective global citizens.

Defining Concepts of Academic Honesty:

This portion of the document outlines the challenges that learners face in demonstrating honesty and how teachers, learners and all stakeholders share responsibility for ensuring that all actions in support of academic honesty are integrated and consistent. Academic



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honesty is defined as a set of intrinsic values and skills that promote the learner profile trait of principled. It also entails integrity in teaching, learning, and assessment. Furthermore, QGA expects that students respect others' intellectual property, and submit work that is of their own creation. If QGA students want to use the ideas of others in their work, they are expected to cite them appropriately, using the Modern Language Association (MLA) format.

IB defines academic misconduct as "behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component." This includes:

1. CHEATING AND ACCOMPLICE TO CHEATING

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. An accomplice to cheating is someone who makes the deliberate choice to help another individual cheat.

Cheating includes but is not limited to:

1. copying another student's work (with or without his/her knowledge);
2. copying assessment tasks;
3. forgery;
4. using unauthorized notes or other study aids during an assessment;
5. submitting work as his/her own that has been copied; and/or
6. communicating with other students during an assessment.

2. COLLUSION

At QGA, collusion is defined as behavior that provides another student with help in cheating. This help includes but is not limited to:

1. giving intellectual property (their own or others) to a student with intent to cheat;
2. providing information on how to obtain another student's intellectual property;
3. providing information on how to obtain assessment tasks (prior to examination);
4. forging documents for another student;
5. helping copy documents for another student;
6. providing unauthorized notes to another student during an assessment; and/or
7. taking an online assessment or assignment under another student's identity.



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3. COLLABORATION

Therefore, QGA desires that all of our students learn to collaborate ethically on academic projects. However, students must understand the difference between honest and dishonest collaboration.

Collaboration is defined as cooperative work with other students on academic tasks. In collaborative work, students are assigned individual responsibilities to create interdependence and group accountability.

Students are not allowed to collaborate unless the teacher has assigned a collaborative task or has approved student requests for collaboration. Any behavior during collaboration that falls under the definition of cheating or accomplice to cheating will be reported and addressed according to the terms of this policy. In addition, if a student is believed to have allowed fellow students (during collaborative work) to perform most/all of the required tasks, this will be considered a form of cheating.

4. AUTHENTIC AUTHORSHIP

Authentic authorship is defined as a student's piece of work based on his/her "individual and original ideas with the ideas and work of others fully acknowledged" (Academic Honesty). It is important to note that students may use resources that support their ideas, but they must also correctly cite the source using MLA format.

5. DUPLICATION

Duplication is defined as the student turning in the same work for different assessment tasks or different subject areas. For example, a student cannot use his/her own summative work from a unit in Language and Literature about environmentalism for a summative task in Sciences (**unless an interdisciplinary unit has been established by the teachers and they have created a singular assessment task**). Also, a student cannot use a summative task that he/she completed for Language and Literature Year 1 as a task in Language and Literature Year 3, even if the task is similar.

In other words, students must produce new work (meeting requirements for authentic authorship) for each assessment task assigned throughout their academic careers.

6. INTELLECTUAL PROPERTY:



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Intellectual property is defined as ideas or work of another person, including professionals and students.

7. PARAPHRASING:

Paraphrasing is defined as using different words to restate another person's ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be properly acknowledged through citations using MLA format.

8. MALPRACTICE

Malpractice is defined as any act of academic dishonesty. This includes plagiarism, cheating, collusion, and duplication.

9. PLAGIARISM

Plagiarism is defined as "using words, ideas, or products which belong to another person or source, without giving credit to the source from which it was taken" (qtd. in Carroll 3). Plagiarism can occur when a person tries to represent another person's work as his/her own to obtain some benefit, credit, or gain.

However, plagiarism can also occur unintentionally if a person does not acknowledge the work of others that helped him/her to complete the assessment task. Regardless of the motivation, plagiarism is unacceptable and can be avoided with proper teaching and learning.

10. CITATION AND FORMATTING

QGA will use the MLA citation format in all classes and subject groups. Listed below are examples and website to assist with MLA's citation and formatting.

1. **Citation Machine** <http://citationmachines.net/>
2. **Easy Bib** <http://www.easybib.com/>
3. **Purdue English** <https://owl.english.purdue.edu/owl/section/2/>
4. **Bibme** <http://www.bibme.rog/>



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MLA In-Text Citations Examples:

- | |
|---|
| • Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263). |
| • Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263). |

MLA Works Cited Page Example:

- "Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.
- Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.
- Ebert, Roger. "An Inconvenient Truth." Rev. of *an Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

Student's Role:

It is the student's responsibility to produce and submit assignments that represent his or her own work. When the ideas of others are included, this information must be properly cited. Students should ask for assistance if they are uncertain about how to correctly acknowledge sources. Learners are also accountable for understanding the Academic Honesty Policy and to ask clarifying questions at any time, if needed.

If students submit work that is not original, they must be willing to accept the appropriate consequences. Whether the academic dishonesty was intended or the result of inadequate effort, learners must take responsibility for their actions. Students have the right to present their case in front of Administration in the event there is a reason to believe that his/her teacher has been unfair when judging for academic misconduct.

In this case, representatives of the Academic Committee/School Leadership Team will revise the incident reported and schedule a teacher-parent conference to discuss the incident and make a final decision.

Families' Roles:

Parents and guardians are expected to understand and support QGA Academy's Academic Honesty Policy. It is critical that they attend any meetings or conferences in reference to



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the academic honesty of their students. Parents and guardians need to help their children abide by its contents and support them in the understanding of what constitutes authentic work and proper citing of sources. Families who observe any incidences of academic dishonesty are encouraged to report the incident to the student's teacher or administration.

Teachers' Roles:

All subject area teachers have the obligation to instruct learners in the proper ways of producing authentic work. They must ensure that students understand how to create original work through both research and collaboration. Educators also need to make certain that students know how to properly cite sources, including when paraphrasing, in order to avoid plagiarism. These responsibilities are to be continually reinforced throughout the school year. The teacher's role further includes helping IB learners to fully comprehend the Academic Honesty Policy and to provide resources for them to use at home and in the classroom.

Leadership Team's Role:

The members of the leadership team are required to support teachers and administration in upholding the Academic Honesty Policy. They must thoroughly understand its contents in order to provide necessary resources and/or delivery of consequences, if needed. The leadership team also has the responsibility to ensure that staff members comprehend this policy, and to assist them in educating their students.

Support Staff Role:

Support staff members who witness any acts of academic dishonesty are required to report them to administration as soon as possible. It is not the responsibility of the support staff to confront the potential violators.

Administrative Role:

The administrative team has the responsibility of ensuring that all stakeholders are in receipt of and understand the Academic Honesty Policy. Through written and electronic communication, as well as in-person trainings, administration is charged with the task of verifying that this policy will be enforced and supported by all parties involved. In addition, the administrative team will serve on the Academic Honesty Committee.

Academic Honesty Committee Role:



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The members of the Academic Honesty Committee have the sole obligation of enforcing the Academic Honesty Policy with integrity and consistency. When issuing consequences, administrators are required to make sure that the student policy violator understands the infraction and its ramifications.

Detection and Reporting:

Students are also under obligation to report any incidences of academic dishonesty to the teachers or administration. As IB learners, students are required to be principled. This includes performing with honesty and integrity. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

Furthermore, the reporter must not discuss the incident, or any details of it, with anyone other than the teacher and administration.

Academic Dishonesty Consequences:

Administering consequences that result from academic dishonesty will follow the following procedures for specific Year. All documents related to the incident will be kept in the School Academic Honesty Policy Binder.

1. **First Offense:** The student will receive. In addition, a student and parent conference will be scheduled. Students will be allowed to re-take their subject specific assignment/exam for a grade– This does not apply for State exams and/or Benchmark examination.
2. **Second Offense:** Student will receive a second detention. In addition, the student will receive a “zero” for any assignment that has been completed through academic dishonesty.
3. **Third Offense:** The student will serve an out of school suspension (1-5 days), depending on the level/degree of misconduct.

Note: Students will receive a detention NOT a zero.

Students and parents or legal guardians have the right to see evidence, statements, reports and correspondence about the case. They also have the right to dispute the consequences and present their case in-front of the Academic Honesty Committee and/or Administration.