

<b>TOPIC:</b>	<b>Cheating and Plagiarism</b>
<b>EFFECTIVE:</b>	<b>September 2011</b>
<b>CROSS-REFERENCE:</b>	<b>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 Halton District School Board Policy: Cheating and Plagiarism, Late and Missed Assignments, Reporting Grades for Marks below 50%</b>
<b>REVISION DATE:</b>	<b>September 2012</b>
<b>RESPONSIBILITY:</b>	<b>Superintendent of Education (School Programs)</b>

**INTENDED PURPOSE**

The Halton District School Board is committed to enabling all students to reach their potential and succeed. It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Academic dishonesty, therefore, is a serious offence and as a result, it is imperative that students understand what academic dishonesty entails and are clear as to consequences.

The Board expects every school will implement strategies to support academic honesty and utilize preventive and responsive practices for cheating and plagiarism. Successful implementation of these practices depends on the professional judgement of educators. When responding to incidents of cheating and/or plagiarism, schools will:

- implement practices aligned with the Fundamental Principles in the Ministry of Education's Growing Success policy;
- ensure reported grades accurately reflect student achievement of the curriculum overall expectations of the subject, course or as identified in a student's Individual Education Plan;
- ensure students with special education needs are provided with accommodated, modified and/or alternate program as outlined and monitored in their Individual Education Plans;
- ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- promote and encourage a culture of student ownership and voice in their learning;
- promote academic honesty;
- ensure students are responsible for providing evidence of their learning within established timelines;
- ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- ensure the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- ensure mark deduction will not result in a report card percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement of the curriculum overall expectations;
- assess the on-going effectiveness of interventions and consequences to determine further interventions required to support student success.

## **PROCEDURES:**

### *1. Prevention of Cheating and Plagiarism*

#### **Schools will:**

- explain the Board Policy on Cheating and Plagiarism to every student;
- provide a definition of cheating and plagiarism on all course outlines;
- communicate board and school practices to all stakeholders through a variety of means (e.g. student agendas, school webpage, and parent information meetings).

#### **Teachers will:**

- define and explain plagiarism and cheating to ensure students are aware of what academic dishonesty entails using subject specific examples;
- discuss the ethics of plagiarism with all students;
- instruct students in appropriate research and citation practices;
- monitor students' work and provide ongoing feedback throughout the assignment process;
- ensure all assignments are clearly defined, and at the student's developmental level, and accompanied by success criteria;
- structure assignments, when possible, in a way that discourages plagiarism;
- ensure student work completed within a group project is evaluated individually;
- ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

### *2. Detection of cheating and plagiarism:*

When plagiarism or cheating is suspected, **teachers will:**

- gather evidence of the plagiarism or cheating.

### *3. Response to Cheating and Plagiarism*

When a student has not met the Board's expectation of academic honesty, a consequence will be applied which will ensure the student's understanding of the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.

#### **Schools will:**

- record incidents of academic dishonesty.

#### **Teachers will:**

- discuss the matter with the student(s) involved;
- define and explain the evidence of cheating and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
- inform a student's parent(s) / guardian(s);
- in the event of a serious incident that may have an impact on a student's success or repeated incidents by a student inform Administration.

#### **Teachers may:**

- require the student to redo the work;
- require the student to do supplementary or alternative work;
- in consultation with Administration assign a grade penalty up to the full value of the assignment.

**Administration may:**

- meet with the student, parent(s)/guardian(s) and teacher;
- limit a student's eligibility for school awards;
- suspend the student;
- assign other consequences for the behaviour as appropriate.