

## ACADEMIC INTEGRITY

### Background

The intent of this administrative 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 Division. This administrative procedure will provide clarity regarding expectations related to academic integrity and responsibilities to students, teachers, principals and parents/guardians and will provide consistency in all grades and subject areas within the Division.

### Definitions

**Academic integrity** – refers to evidence of one’s own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the work (e.g. parents); buying papers from the internet or resubmission of previously submitted work indicates a lack of academic integrity.

**Academic misconduct** – is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other individual(s) of the academic community. This includes a wide variety of behaviours such as cheating, plagiarism, altering academic documents, gaining access to materials before they are intended to be available, and helping individual(s) to gain an unfair academic advantage.

**Cheating** – is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment, cheating would be defined as the deviation from the behaviour expected in an assessment situation. Examples include but are not limited to:

- Copying another student’s homework.
- Using another student’s work on a test or any other assessment.
- Bringing unauthorized notes or notations into an assessment.
- Asking for or giving someone an answer during an assessment.
- Unauthorized use of electronic media to obtain answers during an assessment.

**Plagiarism** – is the unacknowledged use of someone else’s words, ideas or creations as one’s own whether deliberate or accidental. It can take many forms, including the following:

- Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one’s assignment, or copying or using work including homework done by another student.
- Using Generative Artificial Intelligence (AI) (e.g. Chat GPT) to generate content and presenting it as your own work.
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs and drawings in print or electronic form.

- Copying and pasting from the internet or other electronic sites without citing the source.

**Student Responsibility** – is assuming responsibility for upholding academic integrity, which means being honest, taking ownership of their work and demonstrating respect for the intellectual property of others. This includes submitting original work, citing sources properly and avoiding plagiarism.

## **Procedures**

### **1. The principal is responsible for:**

- 1.1 Including information about academic integrity in student agendas or a similar communication tool and presenting this information in a way that is age-appropriate and easily understood by students in all grades.
- 1.2 Promoting school practices designed to value academic integrity and discourage academic misconduct.
- 1.3 Ensuring that school policies and expectations reflect GSSD AI Beliefs and Responsibilities.
- 1.4 Investigating and applying consequences where appropriate on a case-by-case basis where cheating or plagiarism is suspected.
- 1.5 Working with staff, students and the School Community Council to develop a statement of student responsibilities and expectations.

### **2. Teachers are responsible for:**

- 2.1 Introducing the concepts of personal responsibility, honesty and integrity in an age-appropriate manner.
- 2.2 In keeping with curriculum expectations and GSSD AI Beliefs and Responsibilities, teaching students accepted conventions for referencing the ideas of others in written work.
- 2.3 Clearly explaining expectations of students in relation to assignments, including:
  - 2.3.1 How assignments will be evaluated.
  - 2.3.2 Due dates.
  - 2.3.3 Implications of submitting work after the due date.
  - 2.3.4 Acceptable and responsible integration of AI.
- 2.4 Adapting assignments to suit individual abilities, circumstances and learning styles.

2.5 Working with colleagues to plan assignments so that there is a balanced workload for students throughout the semester, to help students to meet their due dates for each course.

2.6 Meeting with the student(s) and parents/guardians to discuss issues related to completion of work in a timely manner.

2.7 Ensuring assessment plans and practices are in alignment with *Administrative Procedure 281 Assessment & Reporting*.

### **3. Students are responsible for:**

3.1. Assuming responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments.

3.2. Taking personal responsibility to be aware of the short and long-term consequences of submitting plagiarized material and late assignments.

3.3. Seeking practical ways to avoid plagiarism when preparing assignments by using guidelines provided by the teacher.

3.4. Documenting their sources of information properly by using footnotes or other references and placing a bibliography or list of references at the end of the assignment to indicate the sources used.

### **4. Consequences of Academic Misconduct**

It is the intention of the Division to provide a consistent and fair approach to dealing with instances of academic misconduct. When academic misconduct is detected, the following process will be followed:

#### **4.1. Investigation**

4.1.1. When a teacher discovers evidence of academic misconduct, the teacher will discuss the matter with the student(s) involved.

4.1.2. The teacher will determine if academic misconduct has occurred using a triangulation of evidence.

4.1.3. The teachers may consult with the principal to review the situation or whether there may be a consistent pattern of academic misconduct

#### **4.2. Communication**

If the teacher determines that academic misconduct has occurred:

- 4.2.1. The teacher will inform the principal of the specific details regarding the academic misconduct and the resulting consequences.
- 4.2.2. The teacher will inform the student of the consequences of this instance of academic misconduct.
- 4.2.3. The teacher will inform the parent/guardian that academic misconduct has occurred and the consequences of this action.

4.3. Appropriate actions for academic misconduct may include:

- 4.3.1. Entering a temporary mark of '0' in the gradebook along with the Incomplete Flag.
- 4.3.2. Meeting with the student and parent/guardian to discuss the reasons for academic misconduct and developing a plan to complete the work.
- 4.3.3. Developing an agreement with the student to complete the assignment.
- 4.3.4. Requiring students to complete the work outside of school hours such as lunchtime or after school.
- 4.3.5. Providing peer support for the student.
- 4.3.6. Providing an alternative assignment to accommodate a diverse learning need.
- 4.3.7. The In-School Administrator shall consult with the Superintendent of Schools before imposing any additional disciplinary measures for academic misconduct.

Reference: GSSD Administrative Procedure 281  
GSSD AI Beliefs and Responsibilities