



**OAKRIDGE SECONDARY SCHOOL**  
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## **DRAFT: Oakridge IB Academic Integrity Policy**

### **Rationale and Purpose**

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At Oakridge Secondary School, we align student learning with IB values of international mindedness, common humanity, and shared guardianship of the planet. Be doing so, we support students to be life-long learners that, “help to create a better and more peaceful world.” Students are expected to act with academic integrity and work to develop skills associated with the IB Learner profile of being principled, knowledgeable, thinkers and inquirers.

The purpose of this academic integrity policy is to clarify the expectations for submission of academic work. Students who are enrolled at Oakridge S.S. are subject to the same standards and practices of Thames Valley District School Board (TVDSB). In addition, IB students will be held to the IBO honesty standards in relation to internal and external assessments. Students will fully acknowledge original ideas are properly credited to their original sources. This policy will outline roles and responsibilities for both teachers and students. Upon enrolment, students and parents will receive a copy of this policy.

A fully detailed guide of IBO’s Academic Integrity Policy can be found at the attached link:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

The Ontario Ministry of Education has clearly outlined expectations associated with academic integrity within the Growing Success Document (2010). The TVDSB and Oakridge Secondary School have created and follow procedures that are in alignment with Growing Success and describe the fundamental principles and expectations associated with assessment, evaluation, and academic integrity. These procedures are in alignment with the IBO’s expectations of academic integrity.

[Growing Success Link](#)

[TVDSB Procedure – Reporting Student Achievement](#)

## **Rights and Responsibilities**

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Teachers have the responsibility to support students to learn how to act with academic integrity.

Students have the responsibility to act with honesty and respect. They are expected to demonstrate responsibility when submitting their work to be assessed. In order to ensure that assessments are compliant with the academic integrity policy:

Students will:	Teachers will:
<ul style="list-style-type: none"><li>• Receive a copy of the Academic Integrity Policy.</li><li>• Receive instruction in the meaning and implications of academic dishonesty at the start of each grade.</li><li>• Receive instruction on proper citation of resources.</li><li>• Take advantage of multiple learning opportunities and ask for clarification and seek feedback prior to submitting work.</li><li>• Submit formative work when assessments are chunked.</li><li>• Use quotation marks or indentation to show all text that is someone else's exact words and properly cite this text.</li><li>• Use the support and resources provided by the school's library.</li><li>• Be aware that cell phone use is prohibited during times of assessment.</li><li>• Report misconduct and help promote a culture of academic honesty.</li></ul>	<ul style="list-style-type: none"><li>• Define cheating, plagiarism, and other forms of misconduct.</li><li>• Implement measures to prevent misconduct (e.g. progress check-ins and submitting rough work).</li><li>• Refer students and parents to the policy for definitions of cheating/plagiarism and misconduct.</li><li>• Be fair, transparent, honest, and set high expectations.</li><li>• Create different versions of assessments as required.</li><li>• Collaborate with teacher-librarian to provide instruction on proper citation of resources.</li><li>• Confirm to the best of their knowledge that submitted work is the authentic work of the student.</li><li>• Focus on preventative measures yet make every effort to detect any issues of misconduct.</li><li>• Provide guidance on the distinction between legitimate collaboration and unacceptable collusion.</li><li>• Be proactive. Be available to offer advice and clarify what constitutes misconduct so that students are informed and receive guidance prior to submitting work.</li></ul>

**If a student is suspected of misconduct or found to have conducted misconduct,**

Students will:	Teachers will:
<ul style="list-style-type: none"> <li>• Discuss their actions with their teacher.</li> <li>• Involve their parent(s)/guardian(s).</li> <li>• Have record of the misconduct held by the Head of School or designate.</li> <li>• Demonstrate understanding of the consequences of misconduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak directly with the student.</li> <li>• Contact and have two-way communication with a parent or guardian.</li> <li>• Ask Head of School or designate to conduct an investigation.</li> <li>• Consider mitigating factors:             <ol style="list-style-type: none"> <li>1. Individual circumstances (<i>i.e.</i> I.E.P., accommodations, ELL, and/or family emergencies).</li> <li>2. Number and frequency of incidents of misconduct.</li> <li>3. Grade level of the student.</li> </ol> </li> </ul>
Students may, at the discretion of the Head of School/teacher/designate:	Teachers may:
<ul style="list-style-type: none"> <li>• Complete a learning package.</li> <li>• Re-do the task.</li> <li>• Lead or attend a parent/teacher conference.</li> <li>• Be referred to their Head of School or designate.</li> <li>• Receive a mark of zero.</li> <li>• Lose the opportunity to be considered for scholarship, awards, bursaries in which citizenship and character are a consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a zero as a placeholder until the student has demonstrated their learning.</li> <li>• Implement a learning package.</li> <li>• Ask students to re-do the task.</li> <li>• Be involved in a student conference with parents in attendance.</li> <li>• Make a disciplinary referral to Head of School or designate.</li> <li>• Assign a mark of "0" if the student fails to demonstrate their learning, ensuring that the assignment of a zero will not result in a misrepresentation of the student's overall achievement as signified by the report card mark.</li> </ul>

## **Investigative Procedures**

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Where misconduct is suspected, an investigation will take place.

### **FIRST OFFENCE**

- i. Student work will not be used for evidence of achievement. Students may need to complete an alternate assessment.
- ii. Teacher will meet with student to determine reason for misconduct.
- iii. A discipline referral will be written in the student's file by the Head of School or designate outlining key facts of misconduct. The VP and IB Coordinator will be notified.
- iv. The teacher will meet with the student and formally contact the parent or guardian.
- v. Consequences will be assigned based on school code of conduct.

### **SECOND OFFENCE**

- i. Student work will not be used for evidence of achievement.
- ii. Teacher will meet with student to determine reason for misconduct.
- iii. A discipline referral will be written in the student's file by the teacher outlining key facts of misconduct and the Head of School and/or designate will be notified.
- iv. The Head of School or designate will meet with the student to discuss the misconduct.
- v. Head of School or designate will schedule a meeting with the student and a parent/guardian.
- vi. Consequences will be assigned based on school code of conduct; based on progressive discipline, with the possibility of the student being removed from the IB programme.

## **Definitions**

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**Plagiarism** - defined as "an act of theft known by many names: cheating, borrowing, stealing or copying. Plagiarism is intentionally or unintentionally using another person's works or ideas and presenting these as [one's] own. It is a serious offence that may result in serious academic consequences" (TVDSB - On Your Own 2010, p.41).

**Cheating** – the use or attempted use of unauthorized assistance during an examination, assignment or project that gives unfair advantage. Examples include,

but are not limited to: copying answers with or without consent, providing work to be copied, communicating with any third party during an examination without instructor's permission, use of unauthorized materials or devices, obtaining or accessing a copy of the examination prior to administration, collaborating with third parties on work that is individual work, using another student's work as your own, using an unauthorized reference sheet during an assessment, receiving / sending an electronic message to another student with test questions / answers, etc.

**collusion** – supporting the malpractice of another student or assisting another student in academic dishonesty. This could include completing work for another student; allowing another student to copy from one's own work; assisting another student on work when such assistance is not authorized; sharing information of assessment contents with other students.

**misconduct** – any activity or practice which deliberately contravenes and/or compromises the integrity of the internal or external assessment process. This may result in a student or group of students gaining unfair advantage in academic work. This includes plagiarism, collusion, duplication of work, cheating, falsifying work and/or inappropriately using a device.

**duplication of work** – using the same work for more than one course where original work is expected. Also, not sourcing that you have used this work more than once. This includes submitting work in more than one course for a grade.

### **Works Cited**

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Many documents, studies, and policy statements were consulted while creating this document. The following resources are acknowledged.

- 1) IB Learner Profile
- 2) IBO's Academic Integrity Policy
- 3) TVDSB On Your Own Document
- 4) IB Diploma Programme - From principals into practice, "Academic honesty policy" section
- 5) Erindale Secondary School – Academic Honesty Policy
- 6) Oakridge Code of Conduct

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