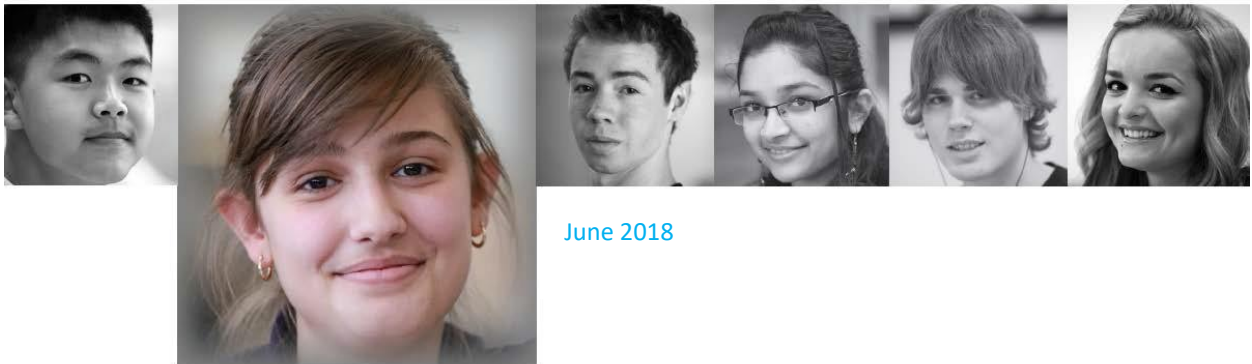


Integrity and Honesty Policy

International Baccalaureate Schools



June 2018

learning | **as unique** | as every student



**Calgary Board
of Education**

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REVIEW POLICY – Administration and Coordinators of IB schools will annually review this policy to ensure it continues to meet the needs of students, the Calgary Board of Education, and the International Baccalaureate Organization.

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Contents

Introduction	4
Philosophy of Integrity and Academic Honesty.....	5
Academic Honesty and Integrity in the CBE.....	6
Student Responsibilities	6
Teacher Responsibilities.....	7
School Responsibilities.....	8
Parent Responsibilities	8
Academic Misconduct Principles	9
Plan for sharing the concepts and practices of academic honesty with students, staff and parents/guardians.	10
Examples of Academic dishonesty.....	10
Definitions	11
References	12

Introduction

The Calgary Board of Education (CBE) has a long-standing relationship with International Baccalaureate® (IB) in order to provide IB programmes for students who choose academic enrichment in their high school career. The IB programmes provide a comprehensive, balanced and challenging curriculum with a strong emphasis in the ideals of international understanding and responsible citizenship.

The International Baccalaureate® Diploma Programme in the Calgary Board of Education (CBE):

- Sir Winston Churchill High School (Area 1)¹
- John G. Diefenbaker High School (Area 2)²
- Lester B. Pearson High School (Area 4)³
- Henry Wise Wood High School (Area 6)⁴
- Western Canada High School (Area 7)⁵

The International Baccalaureate® Career-related Programme⁶ in the Calgary Board of Education (CBE)

- Lester B. Pearson High School (Area 4) – open to all CBE students

International Baccalaureate® specialty programmes:

- Lester B. Pearson High School (Area 4) – Alberta Ed. French Immersion
- Western Canada High School (Area 7) – IB French Immersion Certification

The International Baccalaureate® programmes provide defined guidelines and policies for which an IB school or cluster of schools is responsible.^{7,8} One aspect of accountability is the development and implementation of an integrity and academic honesty policy.

This integrity and honesty policy demonstrates the alignment of the philosophy, policy and procedures of the jurisdiction (CBE) and the principles of International Baccalaureate while honoring each school's unique circumstance.

“Success for each student, every day, no exceptions”
(Calgary Board of Education, 2017)

¹ http://schools.cbe.ab.ca/b857/departments/IB/IB_info.html

² <http://schools.cbe.ab.ca/b860/>

³ <http://schools.cbe.ab.ca/b865/>

⁴ <https://www.henrywisewood.com/ib.html>

⁵ <http://schools.cbe.ab.ca/b816/pages/ib/ib.html>

⁶ <http://www.ibo.org/programmes/career-related-programme/>

⁷ <http://www.ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf>

⁸ <http://www.ibo.org/contentassets/4217cb074d5f4a77947207a4a0993c8f/cp-guide-to-authorization-dp-en.pdf>

Philosophy of Integrity and Academic Honesty

According to the IBO,

“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

(IB Programme, Standards and Practices, January 2014, p. 7)

In the IB Learner Profile of the same guiding document, ‘*principled*’ is an adjective used to describe an IB learner. This is described as a person who “... *act(s) with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*

In the Province of Alberta, the Ministerial Order on Student Learning says,

“The goal of this Student Learning Ministerial Order for an inclusive Kindergarten to Grade 12 education is to enable all students to achieve the following outcomes: (1) be Engaged Thinkers and Ethical Citizens with an Entrepreneurial Spirit; (2) strive for engagement and personal excellence in their learning journey;..... (4)(b) think critically: conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge”

(Alberta Education, 2013)

Academic Honesty and Integrity in the CBE

In the Calgary Board of Education (CBE) Academic Honesty comes under the purview of the student code of conduct. International Baccalaureate students in the CBE are expected to adhere to the student code of conduct [Administrative Regulation – AR6005](https://www.cbe.ab.ca/GovernancePolicies/AR6005-Student-Code-of-Conduct.pdf) (available at <https://www.cbe.ab.ca/GovernancePolicies/AR6005-Student-Code-of-Conduct.pdf>).

CBE Academic Integrity Policy (Presented to CBE Principals; Spring 2018)

It is expected in the CBE that students will act in ways consistent with the principles of academic integrity. Authentic learning occurs when students create and demonstrate their own knowledge. Students are expected to be honest and ethically responsible in their dealings with others and in their schoolwork. To assist in assessing the authenticity of their work, teachers support students in a variety of ways, including in class examples of citation and online tools, such as TurnItIn.

Students are expected to behave in a manner that complies with the Student Code of Conduct; students have a shared responsibility to create and support a welcoming, caring, respectful and safe learning environment. Students who knowingly misrepresent the work of others as their own, or allow their work to be copied, will have acted outside the parameters of Academic Integrity. The administrator, therefore, will oversee a program of progressive discipline appropriate to the student and context. Moving forward, the aim is for both teachers and parents to support students in being responsible for their learning as they work towards their academic goals.

Generally, Issues of academic integrity and honesty are viewed as behavioral and not an assessment of student learning. Considering these governance responsibilities and the expectations of IBO, International Baccalaureate schools, administrations, staffs, students and parents have the following responsibilities with respect to academic honesty.

Student Responsibilities

The International Baccalaureate Document, [Academic honesty in the IB educational context](#) says that students:

- must develop the positive *behaviours* that students will need to demonstrate clearly that they complete their work **carefully, honestly** and **authentically**
- develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners
- investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats
- understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach
- agree to use the conventions accepted in a community of learners to acknowledge ideas.

In addition to the above, IB Career-related Programme students:

- should ensure that all tasks and assessments must be distinct from, and may not be included or used in, other areas
- demonstrate an understanding of how to reference their work, cite sources and acknowledge others' ideas and concepts

Important | The IB randomly checks candidates' work for plagiarism using web-based plagiarism prevention services. (IBO 2014)

In the Province of Alberta, the following parts of the [School Act \(2018\)](#) are relevant with regard to academic honesty. Students

- are required to contribute positively to their school and community
- follow classroom and school expectations so everyone is able to learn
- Talk to your teachers or another adult when something goes wrong – homework not done, making an unkind comment, not prepared for class, arriving to class or school late, etc. Explain the circumstances and ask what you can do to make things 'right'.
- do your best in all of your school work. Let your 'being smart' or 'being talented' shine through. Encourage others to also do and be their best.

The Calgary Board of Education (CBE) has a system wide academic integrity policy that states students:

- will act in ways consistent with the principles of academic integrity
- are expected to be honest and ethically responsible in their dealings with others and in their schoolwork
- are expected to behave in a manner that complies with the Student Code of Conduct - AR6005
- who knowingly misrepresent the work of others as their own, or allow their work to be copied, will have acted outside the parameters of Academic Integrity

The student is ultimately responsible for ensuring all work submitted for assessment is authentic, with the work or ideas of others are appropriately acknowledged.

Teacher Responsibilities

The International Baccalaureate Document Academic honesty in the IB says that in their lessons Diploma and Career-related Programme teachers:

- must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically
- facilitate the learning of specific conventions accepted in a community of learners
- monitor the writing process
- teaching academic writing skills
- stress research skills, focusing particularly on resource evaluation and search strategies among sources, some of dubious reliability (Boden, Stubbings 2006; Channock 2008)

The CBE has a system wide academic integrity policy that states teacher responsibilities are:

- to assist in assessing the authenticity of their work, teachers support students in a variety of ways, including in-class examples of citation and online tools, such as **Turnitin**.
- to assist in the shared responsibility to create and support a welcoming, caring, respectful and safe learning environment
- to support students in being responsible for their learning as they work towards their academic goals
- to support all students impacted by unacceptable conduct (including issues of academic honesty).

Important | In the CBE, student work may be screened electronically to identify plagiarism from all internet sources and other student work previously submitted. (CBE 2018)

Note | Teachers are responsible for supporting understanding between academic malpractice behaviours like collusion and legitimate educational collaboration.

School Responsibilities

The International Baccalaureate programmes detail school and administrator responsibilities with regards to academic honesty as follows:

- provide each student with detailed guidance on academic writing and referencing systems; many guides exist but schools may prefer to write their own to improve engagement and stress local priorities
- provide staff development and guidance on plagiarism and citation
- create procedures for managing cases of deliberate cheating, especially where it involves plagiarism and collusion, including what penalties will apply and how a penalty will be selected
- dealing with inappropriate use
- remember that the assessor's purpose is to judge the student's critical, creative thought, not to safeguard others' copyright; Penalties should match the degree of severity of any breach. (Note that while safeguarding copyright is important, the point here is to recognize the learning needs and responsibilities of DP students)

Important | Students who engage in any form of malpractice may not be eligible for a grade in the subject concerned.
(IBO 2013)

In the Province of Alberta, the [School Act \(2018\)](#) states schools,

- consequences must take into consideration a student's age, maturity and individual circumstances.
- each individual child must be considered and each situation must be resolved based on the specific circumstances of the situation and what is known about those involved.

The CBE has a system wide academic integrity policy that states administrators and schools:

- will oversee a program of progressive discipline appropriate to the student and context
- to support students in being responsible for their learning as they work towards their academic goals

Parent Responsibilities

In the Province of Alberta, the [School Act \(2018\)](#) states parents:

- have a responsibility to ensure their conduct contributes to a welcoming, caring, respectful and safe learning environment (including academic honesty and integrity).

The CBE has a system wide academic integrity policy that states parents' responsibilities are:

- to support students in being responsible for their learning as they work towards their academic goals.

CBE [AR6005](#) Student Code of Conduct states:

- A parent of a student has the responsibility to:
 - a) take an active role in the student's educational success;
 - b) assist the student in complying with the Student Code of Conduct
 - c) promote the prevention of bullying
 - d) assist the school in addressing disciplinary issues involving their child; and
 - e) ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.

Academic Misconduct Principles

As Academic Honesty is considered an issue of student conduct, consequences of unacceptable behavior are covered by [AR6005](#).

- 19) Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.
- 20) It is generally expected that initial responses to student behaviour occur within the context of the classroom and involve the classroom teacher and other classroom staff supporting the student.
- 21) Where classroom level responses have been unsuccessful or where the behaviour is sufficiently serious, the classroom teacher will involve the support of other school staff including administration.
- 22) A principal may suspend a student from the school environment for up to 5 days in accordance with the applicable Administrative Regulation.
- 23) The principal may recommend the removal of a student from the school environment and recommend to not re-instate the student in accordance with the applicable Administrative Regulation.

Practical steps taken in each case of misconduct may include the following:

- Investigation of misconduct
- Student(s) conference with the teacher regarding the incident
- Referral of the infraction to the Assistant Principal or Principal
- Parent(s) contacted by the teacher and/or Assistant Principal or Principal
- Conference with the student, parent(s), teacher and Assistant Principal or Principal
- Incident documented and included in the students file and appropriate parties notified

Further education

- In cases of plagiarism, additional instruction on the rationale behind conventions of scholarship and the necessity for absolute honesty in the presentation of written work.
- In cases of collusion, misconduct during exams or duplication of work, additional support to address learning (i.e. study habits, time management) or affective issues that may have disrupted preparation.
- Collaboration vs. Collusion – the difference between academic collusion and legitimate educational collaboration.

Plan for sharing the concepts and practices of academic honesty with students, staff and parents/guardians.

Each school that offers International Baccalaureate Programmes in the Calgary Board of Education is responsible for sharing this academic integrity policy with students, staff, and parents/guardians. This policy will be posted on our **public** and internal websites for both IB schools and the Calgary Board of Education.

Examples of Academic dishonesty

Below are some examples of academic dishonesty in the CBE.

- Plagiarism— submitting someone else's words, ideas, or research as if they were one's own without acknowledging the source
- Misconduct during an examination - Using unauthorized notes or other aids in a test, or copying from or being influenced by another student's work during a test.
- Collusion
 - Giving unauthorized aid to another student; allowing another student to copy or use one's test, paper, or homework.
 - Use of help on homework or take-home tests that is beyond the limits specified by the teacher—in effect, constituting plagiarism.
- Theft, deceptive use, or deliberate destruction of library or other educational materials.
- Use of translating software, including those found on the Internet, or translations of texts studied in class, without the permission of the teacher.
- Duplication of Work - Submitting the same work for credit to more than one teacher unless both teachers give their permission. If in doubt, confirm with your teacher before turning in any work.

Definitions

Academic Honesty - a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Academic Integrity – honesty and responsibility in scholarship.

Academic Misconduct - the IB organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

Collusion - supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another

Copyright – legal ownership of intellectual property

Duplication of work - the presentation of the same work for different assessment components and/or IB core requirements

Intellectual Property – creations of the mind: inventions; literary and artistic works; and symbols, names and images used in commerce. In an educational context, this most often refers to issues of copyright.

Malpractice - behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

Plagiarism - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.

Plagiarism Software - software that checks for potentially unoriginal content by comparing submitted papers to several databases. It scans its own databases, and also has licensing agreements with large academic proprietary databases. An example is the web-based Turnitin platform.

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