



# ACADEMIC HONESTY EXPECTATIONS

At Richmond Secondary School, we want all students to learn and grow as *responsible, caring, reflective* and *resilient* young people and can *think* and *communicate* effectively. The learning process involves persistence, practice, thoughtful feedback and time to process, reflect and revise. Learning involves taking risks and making mistakes and requires resiliency and hard work. Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills (IBO, 2007, 2). Academic honesty is very important at Richmond Secondary School and any involvement in academic misconduct violates what we value as a learning community. All student-candidates in the International Baccalaureate Diploma Programme understand that I.B. learners are expected to be principled people who act with honesty and integrity.

## Plagiarism:

All assignments completed by a student for assessment must fully and authentically use that student's own language and writing. Research naturally includes examining and referring to the thoughts and writings of others; however, when another person's ideas, words or entire works are used, the author must be properly acknowledged. Writing responsibly is neither purposely nor accidentally misleading people into thinking someone else's ideas or writing are your own. If you do, you may be guilty of plagiarism - the act of presenting someone else's ideas as your own. In **word for word plagiarism**, a researcher repeats the exact words of a source without giving the necessary credit. **Paraphrase plagiarism** occurs when a researcher says basically the same thing as an original source with just a few words changed. **Spot, patchwork or mosaic plagiarism** is taking ideas, phrases or paragraphs from a variety of sources and joining them together without carefully identifying each source. **Lazy plagiarism** is the result of sloppy note-taking or research shortcuts that include inadvertent use of another's language, sloppy and inadequate footnoting or page references. **Self-plagiarism** involves a student reusing a writing assignment from one course to satisfy the requirements of another course, without the approval of the teacher.

Submitting work partially or completely cut and pasted from the Internet, generated by artificial intelligence, created by or copied from another student, tutor, parent, friend, etc. as your own is plagiarism. Tutors are not permitted to write, re-write or significantly edit sections of work for a student. I.B. Diploma Programme students are advised that IBO randomly checks candidates' work for plagiarism using a web-based plagiarism prevention system and IBO examiners are skilled at identifying text and material that is not the authentic work of a candidate. It is the **student's responsibility** to avoid deliberate or accidental plagiarism and to verify all of his/her own writing.

## Cheating:

Cheating is a broad term that encompasses any attempt by a student to dishonestly or unfairly use, give or obtain information or material for a school test or assignment. Some examples of cheating include:

- Unauthorized possession of a test or questions/details of a test or assessment before it happens.
- Supplying/using information or work to/from another student in the knowledge that it may be copied or used, even if there is an expectation that the copy will be changed to conceal this fact.
- Copying another person's test and/or knowingly allowing another student to copy from your test.
- Using unauthorized notes or equipment (including cell phones and other devices) during a test.
- Unauthorized communication of any kind during a test or assessment.
- Being absent from a test or assessment and then consulting one or more classmates before making up the test or assessment.

**The Role of the School:**

At Richmond Secondary School, we believe that academic honesty involves skills and positive behaviors that need to be taught, practiced and learned rather than expecting compliance towards a list of rules and consequences. Formative and summative assessments will be thoughtfully constructed. Accurate research and citation skills will be modeled and taught to all students, including the importance of intellectual property and authentic work. IB Diploma Programme students will be explicitly taught and be expected to use the subject specific citation styles as per teacher direction. Our expectations for academic honesty will be reviewed regularly and published in the student agenda booklet, on the school website and be clearly described to students and accessible to parents.

**The Role of the Student:**

Learning is something you do for yourself, and not something that is done to you. We expect Richmond Secondary School students to grow as curious, self-regulating and engaged learners who take personal responsibility and act with integrity. Learning takes time and involves frequent and regular practice, reflection and revision. Taking shortcuts, colluding with others or looking to 'beat the system' all lack integrity and respect – for yourself, your classmates and your teachers. Students are responsible for performing in an ethical and honest manner during all school assessments. All writing must be the authentic work of the student and outside sources fully and accurately cited and documented.

**The Consequences:**

Academic misconduct will be dealt with in a serious manner. If a teacher believes that there was intent and that the severity of the misconduct is significant, the teacher will involve parents, school administration, or the IB coordinator in the case of an IB Diploma Programme student, and an investigation will occur. Parents will be included and the student(s) will provide a written statement as part of the process to determine the causes and consequences of the academic misconduct. The work in question may not be evaluated and/or students may be required to re-write the work. Substantial or repeated incidences of academic misconduct can involve more serious consequences. For I.B. students, if the breach is discovered after they have signed the cover sheet on an internal assessment, a formal report will be submitted, as required by IBO.