

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS	
<i>Policy Name</i>	GROWING SUCCESS: CHEATING OR PLAGIARISM, LATES AND MISSED ASSIGNMENTS, REPORTING GRADES FOR MARKS LOWER THAN 50 PERCENT <i>(Management Guideline Applies)</i>	537
<i>Board Approved: October 16, 2018</i>		<i>Reviewed: June 5, 2018</i>
<i>October 18, 2011</i>		<i>Review By: December 2023</i>
		<i>September 26, 2011</i>

POLICY

The Superior-Greenstone District School Board is committed to enabling every student to reach their potential and succeed;

The Superior-Greenstone District School Board expects the fundamental principles from the Ministry of Education's *Growing Success* policy will guide assessment and evaluation in all schools;

Teachers and administrators share the responsibility of implementing the principles within the *Growing Success* policy, and;

The professional judgment of our teachers and administrators is at the heart of effective assessment, evaluation and reporting student achievement.

BACKGROUND

The Ministry of Education's policy document *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* directs the assessment, evaluation, and reporting of student achievement in Grades 1-12 in all Ontario schools.

The Ministry's *Growing Success* policy document directs school boards to develop policies related to Cheating and Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50%.

The Ministry's *Growing Success* policy document contains fundamental principles that will guide the expected practices and procedures for the assessment and evaluation of all students in all SGDSB schools.

FUNDAMENTAL PRINCIPLES FROM GROWING SUCCESS

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- Are fair, transparent and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are Indigenous;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to interests, learning styles and preference, needs, and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Schools have the responsibility to:

- Implement practices aligned with the fundamental principles in the Ministry of Education's *Growing Success* policy document;
- Ensure that reported grades accurately reflect student achievement of the curricular, overall expectations of the subject, course, or as identified in a student's Individual Education Plan (IEP);
- Ensure that students with special education needs are provided with accommodated, modified and/or alternate program, as outlined and monitored in their IEPs
- Ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- Promote a culture of student ownership and a voice in their learning;
- Promote academic honesty;
- Ensure that students are responsible for providing evidence of their learning within established timelines;
- Ensure that there are appropriate interventions and consequences for cheating, plagiarizing, not completing work, and submitting work late;
- Ensure that 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 that the mark deduction will not result in a report card percentage mark that misrepresents the student's actual achievement of the curricular overall expectations;
- Assess the ongoing effectiveness of interventions and consequences to determine further interventions required to support student success.

REFERENCES

- Policy 537: Growing Success: Cheating or Plagiarism, Late and Missed Assignments, and Reporting Grades for Marks Lower than 50% (Management Guideline)
- Policy 536: Equity and Inclusive Education
- *Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools, 2010*
- SGDSB: Learning For All, 2009