



Academic Honesty Policy

Purpose

The American School Foundation expects students to produce their best original work. As an International Baccalaureate World School, we subscribe to the International Baccalaureate (IB) definition of Academic honesty:

“An authentic piece of work is one that is based on the student’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student’s own language, expression and ideas. Where the ideas or work of another person are represented within a student’s work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.”

- Academic Honesty: Diploma Programme, IB, July 2011

ASF Expectation for students regarding academic honesty

- ASF students understand the definition of academic honesty, the importance of academic honesty and the consequences of not being academically honest.
- ASF students use technology that helps maintain academic honesty and avoid malpractice.
- ASF students organize their work and their time to avoid malpractice
- ASF students keep a complete record of sources accessed in research
- ASF students ask questions when they are unsure of what to cite from outside resources
- ASF students submit drafts all work
- ASF students use a variety of sources when researching
- ASF students know how to properly cite the ideas of others.

ASF expectations for Pedagogical Leadership Team regarding academic honesty

- ASF pedagogical leaders will ensure that all faculty are aware of the definition of academic honesty and its importance
- ASF pedagogical leaders will monitor classrooms to ensure that deadlines are fair, reasonable and clearly published
- ASF pedagogical leaders will ensure that the ASF academic honesty protocol is followed
- ASF pedagogical leaders will deal promptly with all reported cases of academic dishonesty
- ASF pedagogical leaders will model academic honesty in their own work
- ASF pedagogical leaders will communicate academic honesty expectations with parents

Edition: 1
 Revision: 2
 Next revision: January 2021

ASF expectations for parents regarding academic honesty

- ASF parents can help by being familiar with the academic honesty definition and policy
- ASF parents by communicating with their children and tutors the importance of academic honesty
- ASF parents can help by helping their children have space and time to manage long term projects
- ASF parents can help by contacting teachers and school administrators when they have a question about academic dishonesty.

Culminating Inquiries	Academic Honesty Expectations
PYP Exhibition	Students' responsibility for their own work. Guidelines for individual and group work. Age-appropriate expectations and practice regarding references, citations, quotations and paraphrasing. Agreements related to the responsible use of information technology and media resources in their projects.
MYP Personal Project	Students' responsibility for their own, authentic work. Students' site work or ideas of others whether written, oral or visual (hard copy and/or electronic materials). Work submitted is the final version. Mentors monitor student progress and authenticity. QUESTION: How do we make this process verifiable?? Note: IB Provides a specific Academic Honesty Form for PP
CAS	All CAS experiences are original, authentic, and verifiable.
Extended Essay	Students' responsibility for their own, authentic work. Students' site work or ideas of others whether written, oral or visual (hard copy and/or electronic materials). Work submitted is the final version. Supervisors monitor student progress and authenticity. Supervisors and DP Coordinator sign off on the authenticity of the work before submitting to the IBO.

Malpractice

The IB defines malpractice as “behavior that results in, or may result in, the student...gaining an unfair advantage in one or more assessment component.” Malpractice most commonly involves plagiarism or collusion. For transparency, the IB provides the following definitions:

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- Plagiarism: this is defined as the representation of the ideas or work of another person as the student's own.
- Collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- Duplication of Work: this is defined as the presentation of the same work for different assessment components.

The following list includes, but are not limited to, what the IB considers to be examples of Academic Malpractice:

- Copying work and presenting it as your own, by either:
 - Using someone's ideas (even if you put them in your own words) without giving credit.
 - Failing to place quoted words in quotation marks.
 - Rearranging words and changing sentence structure but not giving credit.
 - Compiling a range of sources (cited or not) with little or no original work of your own.
 - Failing to fully acknowledge all sources.
- Bringing unauthorized material into any exam, including notes or calculators.
- Taking exam materials without permission.
- Lending work to other students.
- Creating false data, such as claiming to have run an experiment or inventing sources.
- Having a tutor edit or rewrite parts of work or providing too much assistance.
- Giving information or answers from a homework, quiz, or a test to other students.
- Falsifying any document or signature (such as a CAS record).
- Using purchased assignments or uploading assignments to a public site to be copied by others.

-IBO, 2012, Are you completing your IB assignments honestly?

Consequences of Academic Malpractice

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The consequences of engaging in Academic Malpractice are serious. If a documented pattern of Academic Malpractice becomes clear, the student will be dismissed from the school. ASF policies in place have been adopted to ensure a safe environment for the school community. Failure to comply with any of these policies will result in administrative action that could ultimately lead to dismissal from ASF.

Unintentional Academic Malpractice	
Step 1: Behavior Warning	<ol style="list-style-type: none"> 1. Student will repeat the assignment for partial credit to demonstrate understanding of Academic Honesty practices. 2. Incident entered as a PowerSchool Log for historical record. 3. Two detentions assigned.
Intentional Academic Malpractice	
Step 2: Behavior Probation	<ol style="list-style-type: none"> 1. Student receives zero credit for the assignment. <ol style="list-style-type: none"> a. Working with the teacher, the student will repeat the assignment to demonstrate understanding of the Academic Honesty practices.

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	<ol style="list-style-type: none">2. During a Parent Meeting, Behavior Probation signed by student and guardian(s).3. In-School Suspension and After-School Detention assigned.
Step 3: Behavior Probation (Non-Reenrollment)	In addition to Steps 1-3 above, further consequences include: <ul style="list-style-type: none">● Considered for permanent separation (non-re enrollment).