



American School of Antananarivo

Academic Integrity Procedures

This Version: April 2023

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ASA's Guiding Statements

Vision

Your best self for a better world

Mission

We are an inclusive and caring community that embraces diversity. We nurture inquiry, integrity and innovation to prepare for future challenges.

Values

- **Creativity:** we imagine, innovate and create in order to express ourselves and solve problems
- **Open-mindedness:** we engage with new ideas, appreciate multiple perspectives and care about others
 - **Inquiry:** our curiosity and questions drive our learning
- **Passion:** we are enthusiastic about and find joy in what we do; we view setbacks as opportunities for reflection and growth
- **Balance:** we create harmony between our responsibilities and participate in activities that bring us fulfillment and emotional and physical health.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable **Thinkers Communicators Principled** Open-minded
Caring Risk-takers Balanced Reflective

Related ASA Policies, Procedures & Guidelines

[Assessment](#)

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Academic Integrity: Philosophy and Practice

Philosophy

American School of Antananarivo places great ethical value on honesty and integrity. Students, faculty, administration and parents share the responsibility for maintaining the integrity of the educational experience and preserving high standards of excellence. All are expected to uphold the IB Learner Profile attribute of being Principled. Academic dishonesty undermines the ideals and purposes of education and severs the bonds of respect and trust between teacher, student, parent and society. Academic misconduct compromises the process of fair and equitable evaluation of all students' academic performance and erodes the quality and value of the diploma awarded by ASA. ASA is guided in our expectations and practices of the Learner Profile attributes.

It is the policy of American School of Antananarivo that

- All students understand the meaning and significance of academic integrity.
- All work produced by students is their own, authentic work.
- All such authentic work has the ideas and words of others fully acknowledged.
- Students understand and obey the rules relating to proper conduct of examinations.
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion.

The policy refers to all assignments set and completed in school or at home.

The aim of this policy is to

- Promote good academic practice and a school culture that actively encourages students to produce authentic work and practice academic integrity.
- Enable students to understand what constitutes academic integrity and how to avoid academic misconduct.
- Encourage students to look to their teachers and other sources of support when completing assessed work, in order to prevent academic misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Impart to students that plagiarism is a serious academic offense for which American School of Antananarivo, and other academic institutions, show no tolerance.
- Explain to students precisely what sanctions will be imposed should they be found guilty of academic misconduct.

What is Academic Integrity?

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (*Academic Integrity*, 3). International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, construct knowledge and build understanding.

These are complex concepts, often requiring the research, understanding and synthesis of other people's ideas. The IB defines Academic Integrity as "making knowledge, understanding and thinking transparent" (*Academic honesty in the IB educational context*, 1). An essential aspect of this transparency is an understanding of the technical aspects of Academic Integrity: citing and referencing.

At ASA, we aim to implement "an academic integrity policy that creates cultures of ethical academic practice" (*Programme standards and practices*, 11). As such, practices that reflect honesty and integrity will be modeled at a level appropriate for the age of the student, so that all students understand:

- their responsibility for producing authentic and genuine* individual and group work
- age-appropriate expectations regarding how to correctly attribute sources and acknowledge the work and ideas of others
- the responsible use of information technology and social media
- the responsible and informed use of Artificial Intelligence (AI)
- how to observe and adhere to ethical and honest practice during examinations.

Authentic learning is defined as "a style of learning that encouraged student to create a tangible, useful, quality product/outcome to be shared with the world (which allows students to) connect what instructors teach to real-world issues and problems" (Lee, 2021)

What is Student Academic Misconduct?

The IB defines student academic misconduct as behavior that may result in the student, or any other student, gaining an unfair advantage in one or more assessment components, whether deliberate or inadvertent (*Academic Integrity*, 4).

Forms of academic misconduct

Plagiarism: the representation of the ideas or work of another person or AI-generated text, as the student's own. This includes the use of someone else's work without acknowledging the source(s), taking a text or a work of art from the Internet without acknowledging the source, or paraphrasing someone else's work without citing the source.

Collusion: supporting academic misconduct by another candidate, as in allowing one's work to be copied or submitted for assessment by another. This includes copying another student's assignment with or without his/her knowledge or allowing one's work to be copied by another.

Duplication of work: presentation of the same work for different assessment components and/or requirements. This implies submitting the same work by the same student for different assignments.

Any other unfair use: any other behavior that gains unfair advantage for the student. This includes such things as making up data for an assignment; stealing exams or answer booklets; using online paper repositories; taking unauthorized materials into an examination room, (e.g. a mobile phone or unauthorised calculator); distracting another student during an examination;

exchanging information or in any way supporting the passing on of information to another student about the content of an examination; failing to comply with the instructions of the proctor or other member of the school's staff responsible for the conduct of the examination. Furthermore; the use of generative AI tools unless specifically allowed by the teacher for a given, single assignment is considered academic misconduct. Furthermore, the use of generative AI, paraphrasing, and translation tools, unless specifically allowed by the teacher for a given, single assignment is considered academic misconduct.

Defining forms of academic misconduct

Collusion/Collaboration

- Collaboration involves working together with other students. Collaboration is frequently permitted or actively encouraged in the learning process. Nevertheless, the final individual piece of work must be produced independently, despite the fact that it may be based on similar data, research or findings. The final piece of work must be written in each student's own words and cannot therefore be the same as another student's.
- Working together is collaboration; submitting the same work is collusion. Even if you have collaborated with another student, the work you present must be your own. Collusion is academic academic misconduct and will be penalised.

Plagiarism

- Plagiarism is passing off the writing, thoughts, visuals, graphics, music or ideas created by someone or something else as your own, whether intentional or inadvertent.
- Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based.
- Plagiarism is a clear breach of Academic Integrity. As it involves the theft of intellectual property, it is also a criminal offence in some countries.

What is paraphrasing?

- Paraphrasing is writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used. Furthermore, text produced by generative AI and AI paraphrasing tools are not "your own words." Submitting any such text without proper quotations and citations is therefore plagiarism.

Conventions for citing and acknowledging original authorship

All ASA students are required to know the correct methods of properly attributing sources whenever necessary. This means students will be taught to acknowledge their sources in an age appropriate manner. The Secondary School has adopted the Modern Language Association (MLA) referencing guide in all subject areas, with the exception of the sciences, which use APA referencing.

The ASA Library website contains links to sites that give detailed instructions on citing sources using MLA, and there are many websites and add-ons in google that can also assist with this.

The Role of the Librarian

At ASA our librarian is involved in developing the students' information literacy skills, and is available to explain strategies for locating, evaluating and using information effectively. The librarian also collaborates with teachers in providing ethical guidance that is needed to demonstrate Academic Integrity. The librarian will provide support and assistance in terms of research, and the correct use of citations.

The Responsibility and Rights of the Student

Responsibilities

- Ensure that all work completed and turned in is in fact your own original work.
- Reflect upon each assignment/project to ensure that all written and visual components are your own or are fully and correctly acknowledged by citing all work and ideas of others. This must be done in full before turning in any completed assignment.
- To abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites. This includes the use of advanced original text creation via AI. Check with your teacher about what is permitted for the assignment.
- Generative AI, translation, and paraphrasing tools may only be used with explicit and advanced permission from the teacher for each individual assignment..
- Submit assignments on time, and through Turnitin as required.
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own. It is advisable to keep notes with sources, and drafts of work, accordingly.
- ASA students understand that the dishonesty of others affects everyone, and that it is their responsibility to refuse to condone dishonesty if they see it occurring.

Rights

- The school will provide a clear Academic Integrity Policy, and assistance to understand what constitutes good practice in age appropriate language and format.
- All MYP and DP students will be introduced to the Academic Integrity Policy early in the school year and it will be referred to periodically to support incoming students. In addition, the IBDP *Academic Integrity* Policy will be consistently reiterated to grade 11 students by the DP Coordinator and subject teachers.
- Students will be clearly informed how academic misconduct will be investigated, and what the consequences are of having been found guilty of academic misconduct.
- Appropriate to their age, students receive support to learn how to act if they witness an incident that goes against this principle; for example, who to refer to if they have doubts concerning academic integrity.
- Teachers must also actively use correct citing conventions when providing students with reference material.

- IB Candidates will be provided with the 'Conduct of Examinations' prior to the Diploma exams, and this will be discussed fully in Advisory classes.
- Students will be advised at all times to act as principled, honestly and as accurately as possible to acknowledge the ideas and work of others.
- The right to a clear and transparent investigation of any suspected breaches; students may have their choice of adult advocate present throughout any questioning (parent, teacher, counsellor).

The Responsibility of the Teacher

- Teachers are in the best position to identify work which may not be the authentic work of the student. Be vigilant for obvious changes in a student's style of writing, for work which is not age appropriate, too advanced or too error free.
- Address AI usage as pertains to their specific subject, specifically articulating when and how it can or cannot be used for individual assignments.
- When appropriate, read and check students' work for authenticity before the final submission. Ensure class time is available when you can help with the development process and assist students to reflect on their practices. Drafts should be required for all major assignments. Final versions should be submitted through Turnitin for Secondary School students.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment should be investigated by the teacher and then in discussion with the DP Coordinator or Principal (as appropriate).

The Role of the IB Coordinator(s) and Principal

- The IB coordinators and Principal will ensure that the Academic Integrity Policy is clear and regularly revised.
- Grade 11 students will be introduced or re-introduced to the IBDP Academic Integrity Policy, by the DP Coordinator. The Coordinator will reinforce good practice over the course of the programme.
- The IB Coordinator or Principal will support teachers, students and parents in their understanding of good practice, as well as the school's and IB's system for monitoring and sanctions.
- If it can be shown that inappropriate work has been submitted, the relevant IB Coordinator or Principal will investigate to determine the seriousness of the breach, the intent, and the relevant sanctions.

The Role of Administration/Director

The Director will support and implement the Academic Integrity Policy with all stakeholders. Administration will ensure that any suspected breaches are investigated in an open and fair way, and the correct sanctions for academic misconduct applied. Academic Integrity is vital to the

academic reputation of the school, which it is the ultimate responsibility of the Director to uphold.

The Responsibility of Parent/Guardian

The parent/guardian is expected to support ASA's Academic Integrity Policy by reviewing the principles of Academic Integrity with the student, making sure that the student understands good practice and knows where to go to (e.g. teacher, librarian) if they need support, and encouraging the student to practice honesty in all matters.

We ask that you affirm to your child that academic integrity is important to you and consistent with your values. Let your child know that you'd rather have them behave with integrity than cheat to try to get a better grade. Encourage them to trust in their abilities, be organized and not cut corners.

Remain proactive about your child's school work. As a parent it is not your job to police your child's homework or assignments, however, by discussing their work with them, monitoring their deadlines and academic behaviors as age-appropriate, and generally showing an interest in their work, you can do a great deal to help ensure your child develops and values good academic practices. Your efforts will also improve his/her chances of academic success.

The parent/guardian is an important partner in developing the appropriate core character traits; therefore, parent/guardian contact and involvement in all incidences of academic misconduct is required.

Monitoring and Sanctions

Teachers, students and administration are encouraged to reflect on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, should result in an environment where the monitoring of Academic Integrity is consistent, student-led and non-invasive.

It is important that all students at the ASA have the opportunity to practice the principles of academic integrity during learning activities. These learning opportunities between student/teacher are collaborative as well as evaluative. The goal is to develop self-management skills, social skills, communication skills, thinking skills and research skills. Additional support is provided for students whose work consistently breaches the Academic Integrity policy.

Teachers do, however, retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IB regulations. To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of their work, sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Please note that the IB has serious external sanctions, which will come into effect should academic misconduct be detected in work submitted to them, (internal assessments, final exams, TOK assessment, CAS portfolios, the EE...). See Appendix A for more detail. ASA sanctions are in line with IB sanctions.

Internal Sanctions

Internal sanctions will be imposed by the school for incidences of academic misconduct relating to homework, classwork, assignments and internal exams. Internal sanctions may also be imposed if a student commits academic misconduct on an externally submitted piece of work, for example a College Essay or external competition piece, if the administration feels that this is appropriate. Sanctions will be age-appropriate for the student.

In the PYP, the identification of academic misconduct is an opportunity to reinforce essential approaches to learning such as self-management skills, social skills, communication skills, thinking skills and research skills. Teachers work with students to reinforce the importance of personal responsibility for learning. Teachers will provide opportunities for student/teacher interactions that are collaborative as well as evaluative. Resubmission of work may be expected, as appropriate.

For MYP year 1- 3 students, we recognise that they are still learning and developing skills related to research, academic writing, paraphrasing and quoting. Teacher discretion is used to identify the appropriate avenue for support if academic malpractice is identified. To aid this, teachers consider indicators that may demonstrate that more explicit instruction around academic integrity is required.

- If three or more students in the grade are making similar mistakes, more instruction is required.
- If the students demonstrating malpractice are within the English Language Learning or Learning Support program, then more explicit and specific instruction is required.

Once these issues have been considered and the teacher feels it is an individual student issue, then the question of intent must be addressed. If the teacher decides that academic malpractice was intended then they can escalate the issue to parents and the divisional Principal. At least one other teacher in the grade level or department must agree with the teacher's decision.

For MYP year 4 and 5 students the central aim of teaching, reinforcing and supporting academic integrity remains. In addition to receiving teacher/principal support, the following progression of sanctions applies:

- **1st Offense:** The student is required to re-do the work and reminded of ASA's Academic Policy. The Principal and parents are notified by the teacher and the academic misconduct is noted in school records.
- **2nd Offense:** The student is not given a grade for the work submitted and does not have a chance to revise that work. Parents are notified by the Principal, and the student receives disciplinary consequences. This second academic misconduct offense is noted in school records.
 - MYP Year 4-5: At the discretion of the Principal and subject teacher, an alternative assignment may be permitted.
 - DP and HS: Please note that if this is an IB Internal Assessment submission or mandatory course component, being unable to resubmit means that the student will not pass the IB course.
- **3rd Offense:** If a student is found guilty of a 3rd breach of Academic Integrity, they will receive no credit for the relevant course, and may be recommended for withdrawal.

Offenses are accumulated across all courses and all grades from 9 to 12.

A student found in breach of Academic Integrity will be ineligible for any school awards that year in which integrity is a criterion.

External Sanctions

External sanctions are generally related to the IB Diploma Programme, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final IB Diploma or IB course certificate. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected academic misconduct occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, academic misconduct investigation and sanctions will take place as detailed in the *IB Academic Integrity* publication.

Possible sanctions outlined in the *IB Academic Integrity* publication include:

- Retake: retake in six months, depending on subject availability; retake in 12 months; no retake allowed, but award of grades in subjects not affected by the incident.
- Change in registration category: For Diploma Programme students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.
- Permanent disqualification from current and/or different programmes: no retake session allowed and barred from enrolling in the DP or Career-related Programme (CP). DP students—no grade awarded in any subject and no retake session allowed.

The school retains the right to apply other sanctions when dealing with academic misconduct internally, including suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school’s High School Diploma.

The IBDP: Investigating student academic misconduct

Internal suspected or proven misconduct

An investigation of *suspected or proven academic misconduct relating to internal assessments* may take the following form:

The candidate is told that there are doubts about the authorship of his/her work.

If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done.

⇓

If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this can not be the case.

⇓

The candidate, their parents, the subject teacher and the IBDP Coordinator should hold a meeting to discuss the situation fully. The meeting will be documented and recorded.

⇓

The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the student's knowledge of the work – and the subject.

⇩

The subject teacher's decision will be final, and the candidate must be aware that the school can award a '0' or 'non-submission' for the work, which the IB is extremely unlikely to question or dispute.

⇩

If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an 'Incomplete' has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile, or result in a positive outcome. Details [here](#).

“...the school should not submit to the IB a piece of work that does not meet the expectations in regard to academic integrity or award a mark of zero. If a final piece of work has plagiarized content or was not completed according to the subject guide requirements, that component should be awarded an “F” on the IB internal assessment mark entry system or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay, and as a consequence the student would not be eligible for a final grade in the subject concerned. When academic misconduct is identified after the work has been submitted to the IB, the programme coordinator must inform the IB as soon as possible.” (IBO)

External suspected or proven misconduct

If a student's submitted work or behaviour surrounding the IB examinations is suspected or proven to breach the academic integrity policy, the IB will investigate the situation with compliance from ASA. Students and parents should reference the IB *Academic Integrity* publication for the DP specific procedures on how academic conduct is investigated by the IB.

Conclusion

Academic Integrity is valued highly by ASA, by the IB, by our accrediting agencies, by universities, employers, and general society. At ASA we value our academic reputation and students and parents should understand that transgressions which threaten the reputation of the school can be highly damaging for the whole ASA community. Consequences could include such things as universities declining to accept our students, or the loss of our accreditation status with the IB or Middle States Association. Academic academic misconduct is viewed as a serious transgression of the values which ASA seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty.

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2023 review completed by:

Senior Leadership Team:

- Principal
- School Counselor
- DP Coordinator
- MYP Coordinator
- PYP Coordinator
- CAS Coordinator
- Librarian
- Student Support Coordinator

Feedback from whole staff procedure review group - 4 April 2023

Appendix A

Frequently Asked Questions

Why do we care about Academic Integrity? Doesn't academic misconduct just hurt the person who does it?

Academic misconduct harms your classmates, the reputation of the school and extends to society as a whole:

- Students who get away with cutting ethical corners at school are more likely to cut ethical corners at university and later in life – especially if they convince themselves it won't hurt anyone else, or do not experience negative consequences. When we (faculty, students, parents and administrators) send strong messages that Academic Integrity matters, we help students develop the moral courage they will need when they face ethical decisions later.
- When students cheat they fail to fully engage in the learning process and therefore will likely not acquire the skills and knowledge necessary for later-life success.
- If acts of academic misconduct were to proliferate, the reputation attached to an ASA High School Diploma would be severely tarnished for all ASA students, with many consequences (including adverse effects on university acceptances).
- At ASA our students work extremely hard. An act of academic misconduct effectively says that hard work is not worth it.
- Plagiarism, claiming someone else's work as your own, devalues the work of the author by diminishing their claim to originality.
- At ASA, we pride ourselves on the close working relationships between faculty and students, and between students. These relationships are founded on mutual trust. Academic misconduct has a profoundly negative effect on trust.

How can my child make sure that they are not plagiarizing material?

- Honestly, accurately and clearly acknowledge, by references in the body of your their and/or in a bibliography at the end, every piece of material you use in the production of your work.
- While taking notes, ensure that they accurately record all sources.
- All ideas and work of other persons, regardless of their source, must be acknowledged. Face to face interviews, email messages, websites, blogs etc. must be cited, just like books and journals.
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged. Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- All works of art, film, dance, music, theater arts or visual arts must have their source/origin acknowledged.
- Always use Turnitin in accordance with the school's regulations.
- Material cannot be paraphrased without acknowledging the source. If the ideas are someone else's (even if you are using different words), acknowledge this!

How can my child make sure that they are not colluding?

- They should never allow anyone to do all or part of their work for them.
- They should never copy another student's work or part of another student's work.
- They should never pretend another person's data or results are your own.
- They should never allow anyone to copy your work or use your data.
- If they are given a group assignment, be absolutely clear about what is expected from each person and the way in which they should do the work for your assignment. If they are not sure, they should ask the teacher to clarify.

- Students are often asked to collaborate during class time, as this generates ideas and helps to deepen understanding. If they are unsure about how to relate these group activities to their individual work, talk to the teacher.

If they know that another student or students are committing academic misconduct, what should they do?

We understand that informing about the academic misconduct of their classmates may be uncomfortable, however the academic reputation of the school is vital and everyone's responsibility to uphold. Further, this is an important lesson for the classmates to learn while still at school - consequences from the IB or a university will have much greater impact than those of ASA. Informing a teacher or the DP Coordinator is the right thing to do. It is possible to report and request to remain anonymous. If they are unsure what to do they may want to talk to the counselor first about how best to approach the situation.

Does a finding of academic misconduct ruin their chance of getting into university?

Most universities do not specifically ask about cases of academic dishonesty at the school level. Some ask about disciplinary actions, particularly if they resulted in suspension (which is not an ASA sanction for academic misconduct). A single, relatively minor, instance of academic misconduct is unlikely to have far-reaching consequences provided the student has learned from the experience and has performed all other academic work with a commitment to integrity.