



**THE AMERICAN SCHOOL**  
Developing Academic Excellence and Strength of Character

# Early Childhood Center & Elementary School Academic Integrity Policy

## Review of Policies:

- Date: 23 April, 2025
- Staff members:
  - Mr. Justin Hurst, Grade 4 Homeroom Teacher
  - Ms. Lindsay Stanford, Grade 4 Homeroom Teacher
  - Ms. Alison Bottcher, Grade 5 Homeroom Teacher
  - Mr. Zachary Henson, Grade 2 Homeroom Teacher
  - Ms. Hinda Khogali, Grade 5 Homeroom Teacher
  - Ms. Casandra Perry, PYP Coordinator
  - Mr. Garth O'Donnell, Executive Principal
- Next review date: May 2026



## Introduction

Academic integrity is a core value at The American School and is essential to the educational success and ethical development of our students. This policy outlines our expectations regarding academic integrity across all programs.

## Philosophy

This guiding philosophy aims to establish a clear framework for academic honesty, guiding students, faculty, and parents in maintaining high standards of integrity in all academic activities.

## Definition of Academic Integrity

Academic integrity involves honesty, trust, fairness, respect, and responsibility in all academic endeavors. Students are expected to produce original work and properly acknowledge the contributions of others.

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 behavior in the production of legitimate, authentic and honest scholarly work. (IB Academic Integrity 2019 document, updated March 2023)

## Key Principles of Academic Integrity

The principles of academic integrity articulate the responsibilities of both teachers and students in fostering an environment of honesty, trust, fairness, respect, and responsibility.

### Honesty

**Students:** Must complete their own assignments and assessments authentically, ensuring that their work reflects their individual understanding and effort.

**Teachers:** Are responsible for creating a culture of honesty by clearly communicating expectations and modeling ethical behavior in their own practices.

### Trust

**Students:** Should cultivate trust by being transparent in their academic processes and seeking guidance when uncertain.

**Teachers:** Must build trust by providing a supportive environment where students feel safe to express their ideas and ask questions without fear of judgment.

## Respect

**Students:** Are expected to acknowledge and credit the ideas, opinions, and work of others, thereby valuing the contributions of their peers and sources.

**Teachers:** Should educate students on proper citation practices and the importance of intellectual property, fostering an atmosphere of mutual respect.

## Responsibility

**Students:** Must understand and accept the consequences of academic dishonesty, recognizing that their actions have implications for their learning and integrity.

**Teachers:** Are tasked with guiding students in understanding the significance of academic integrity and the repercussions of violations, thereby reinforcing a sense of accountability.

## Fairness

**Students:** Should be aware that they will be evaluated based on their own efforts, and they must strive to meet clear and consistent grading criteria.

**Teachers:** Are responsible for ensuring that assessment practices are fair and equitable, providing clear rubrics and criteria that reflect individual student achievement.

## Rights and Responsibilities of the School Community

### Teachers

**Rights:** Teachers have the right to establish and enforce academic integrity policies that uphold high standards of honesty and fairness in the classroom.

**Responsibilities:** Teachers are responsible for modeling ethical behavior, clearly communicating expectations for academic integrity, and providing guidance on proper research and citation practices. They must also create a supportive environment where students feel comfortable discussing integrity issues.

### Students

**Rights:** Students have the right to receive clear instructions on academic integrity expectations and to be evaluated fairly based on their own work.

**Responsibilities:** Students are responsible for completing their assignments and assessments authentically, acknowledging the contributions of others, and

understanding the consequences of academic dishonesty. They should also seek help when uncertain about integrity-related issues.

### **Parents / Guardians**

**Rights:** Parents and guardians have the right to be informed about the school's academic integrity policies and their child's progress in upholding these standards.

**Responsibilities:** Parents/guardians are responsible for supporting their child's understanding of academic integrity, encouraging honest practices, and communicating with teachers regarding any concerns related to academic conduct.

### **Administration**

**Rights:** Administration has the right to implement and enforce academic integrity policies and to take necessary actions in cases of violations.

**Responsibilities:** The administration is responsible for providing training and resources to staff and students on academic integrity, ensuring that policies are consistently applied, and fostering a culture of integrity throughout the school community. They must also address any patterns of dishonesty and work to improve awareness and understanding of academic integrity among all stakeholders.

## **Connections between Academic Integrity and Learner Profile**

The principles of academic integrity are closely aligned with the attributes of the IB Learner Profile, which fosters the holistic development of students. This alignment reinforces the importance of integrity in cultivating responsible, reflective, and principled individuals.

### **Inquirers**

Students who embody academic integrity are more likely to be inquisitive about their learning, seeking knowledge authentically and valuing the learning process. They take ownership of their inquiries and respect the contributions of others in their research.

### **Knowledgeable**

By upholding academic integrity, students deepen their understanding of concepts and ideas, demonstrating their commitment to learning. They engage with a wide range of sources while giving appropriate credit, enhancing their knowledge base ethically.

### **Thinkers**

Students who practice academic integrity utilize critical thinking skills to analyze information and solve problems. They make informed choices about how to represent their work and the work of others, reflecting on the implications of their decisions.

### **Communicators**

Effective communication includes honesty and transparency in presenting ideas. Students who adhere to academic integrity principles express themselves clearly and respectfully, acknowledging the sources that inform their viewpoints.

### **Principled**

The attribute of being principled is at the heart of academic integrity. Students demonstrate honesty, fairness, and respect in their academic work, understanding the importance of ethical conduct in both their studies and interactions with others.

### **Open-minded**

Students who practice academic integrity appreciate diverse perspectives and recognize the value of collaboration. They are open to feedback and willing to learn from others, fostering an inclusive environment that respects different viewpoints.

### **Caring**

Academic integrity encourages students to be caring individuals who respect the work and ideas of others. By acknowledging the contributions of their peers, they foster a supportive community built on trust and mutual respect.

### **Risk-takers**

Students who uphold academic integrity are willing to take intellectual risks in their learning while maintaining honesty in their efforts. They understand that true learning often involves challenges and are resilient in addressing them without compromising their values.

### **Balanced**

Academic integrity promotes a balanced approach to education by encouraging students to value both their academic pursuits and their ethical responsibilities. They learn to manage their time effectively while remaining committed to integrity in all aspects of their lives.

### **Reflective**

Students who engage in academic integrity regularly reflect on their learning processes and the impact of their choices. They consider how their actions align with their values and the principles of honesty and respect, leading to personal growth and development.

In summary, the connections between academic integrity and the IB Learner Profile emphasize the development of principled individuals who are committed to ethical practices in their academic and personal lives. This alignment fosters a culture of integrity that benefits the entire school community.

## Expectations for Students

### Assignment and Assessment Submission

- **Good Practice:** Students are expected to complete and submit their own assignments and assessments by the deadlines set by teachers. Original work should reflect individual understanding and effort.
- **Misconduct:** Submitting work that is copied or completed by another person is strictly prohibited.
- **Actions for Transgressions:** Any instance of academic dishonesty will result in disciplinary measures, including a retake at the teacher's convenience and communication between the teacher and parents to discuss the violation. Significant occurrences of academic dishonesty may result in a mark of a zero and a meeting between the family and ECCES Vice Principal.

### Research Techniques and Writing Practices

- **Good Practice:** Students must conduct research ethically and at an age appropriate level, crediting the original authors for:
  - Ideas, opinions, or theories not their own
  - Facts, statistics, graphs, images, or drawings that are not common knowledge
  - Quotations of another's spoken or written words
  - Paraphrases of another's spoken or written words
- **Misconduct:** Plagiarism, defined as any intentional attempt to use another's work or ideas without proper attribution, is strictly forbidden. This is in alignment with the standards taught to students.
- **Actions for Transgressions:** Instances of plagiarism will result in disciplinary actions, including retaking the assignment under the supervision of a teacher and notification to parents/guardians.

### Failure to Submit Assigned Work

- **Good Practice:** Students must submit all assigned work by the due date. Extensions may be granted at the teacher's discretion.
- **Misconduct:** Late submissions, unless excused, may incur point deductions as per departmental policy.
- **Actions for Transgressions:** Points may be deducted for late submissions, and repeated failures to submit work will result in a parent-teacher conference and may involve the ECCES Vice Principal.

## Examination Rules

- **Good Practice:** Students must adhere to specific rules during formal exams, including:
  - Proper seating arrangements and securing personal belongings
  - No unauthorized electronic devices or materials
  - Adhering to specified restroom procedures
- **Misconduct:** Violations of examination rules will not be tolerated.
- **Actions for Transgressions:** Violations will result in a mandated retake and a parent conference, dependent upon the severity and repetition of the transgression.

## Monitoring and Review

This policy will be reviewed annually and updated as necessary to align with educational standards and the needs of the school community. Feedback from students, parents, and staff will be considered in the review process.

## Policy Integration:

Inclusion Policy, Language Policy, and Assessment Policy:

- Accommodations and support for students can be found in these policies.

## Conclusion

TAS is committed to fostering a culture of academic integrity. By adhering to this policy, we create an environment of trust and responsibility, enriching the educational experience for everyone.