



# ASM | AMERICAN SCHOOL OF MILAN

## Academic Honesty Policy



## ASM MISSION AND VALUES

### Mission

ASM inspires students to discover their unique potential and to become curious learners, critical thinkers, and global citizens who positively impact our world.

### Core Values

- **Respect** *We honor ourselves, others, the school, and the planet.*
- **Courage** *We do the right thing, even when difficult or unpopular.*
- **Integrity** *We are honest and sincere.*
- **Curiosity** *We ask questions in pursuit of truth and wisdom.*
- **Kindness** *We are friendly, generous, and considerate in actions and words.*

## IB MISSION AND VALUES<sup>1</sup>

### Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### Learner Profile

- **Inquirers** *We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*
- **Knowledgeable** *We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*
- **Thinkers** *We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*
- **Communicators** *We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*
- **Principled** *We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*
- **Open-minded** *We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.*
- **Caring** *We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.*
- **Risk-takers** *We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.*
- **Balanced** *We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.*
- **Reflective** *We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*

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<sup>1</sup> International Baccalaureate Organization, Academic Integrity Policy, 4-5.

# ASM ACADEMIC INTEGRITY PHILOSOPHY

## Academic Integrity at ASM

Integrity is one of our ASM values, and we place great value on personal and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students and the functioning of our community. Therefore, we promote academic honesty throughout their scholastic years at ASM by fostering the traits outlined in the *IB Learner Profile*<sup>2</sup> and in particular the following:

- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Thinker:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Furthermore, through engagement with our [Student Success Indicators](#), students develop skills that will allow them to learn and be responsible for their learning.

- **Self-Knower**
- **Self-Manager**
- **Collaborator**
- **Communicator**
- **Thinker**
- **Researcher**

## Understanding and Promoting Academic Integrity

Academic Integrity and integrity should be foundational to any educational institution. Students engaging in academic misconduct miss the “learning opportunity”. Moreover, those who breach the regulations of academic work will find it easy to contravene the conventions in other fields. The IB agrees, noting that academic integrity “should ... be part of an “ethical culture” of any educational institution, be that a primary school or a university.”<sup>3</sup>

## What is Academic Integrity?

As described by the IB, “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.”<sup>4</sup>

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<sup>2</sup> International Baccalaureate Organization, Academic Integrity Policy, 5.

<sup>3</sup> International Baccalaureate Organization, Academic Integrity Policy, 9.

<sup>4</sup> *Ibid*

## Student Academic Misconduct

One goal of ASM is to help students to cultivate and learn to use their academic voice. Over-editing, either from parents, teachers, tutors, or artificial intelligence, dilutes student voice and therefore it is not permitted.

“The IB defines academic misconduct as **deliberate or inadvertent** behaviour that has the potential to result in the student, or anyone else, gaining an **unfair advantage** in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, **both paper-based and digital**.”<sup>5</sup>

## Examples of Academic Misconduct

Academic misconduct may include many behaviors or choices that lead to gaining an unfair advantage. The list below is not exhaustive, but includes some common forms.<sup>6</sup>

- **Plagiarism:** representing, intentionally or unwittingly, the ideas, works, or work of another person or artificial intelligence without proper, clear, and explicit acknowledgement.
- **Collusion:** supporting malpractice by another candidate, as in allowing one’s work to be copied or failing to report an incident of academic misconduct.
- **Duplication of work:** presenting the same work for different assessment components and/or diploma requirements.
- **Outsourcing:** commissioning work to be completed, edited, or obtained from another person or artificial intelligence.
- **Falsification:** manufacturing quotes, evidence or experimental data or other information.
- **Cheating:** engaging in unauthorized communication or possessing unauthorized materials for an assessment.

Disregarding the [IB DP Conduct of the examinations](#) is defined as an infraction of guidelines as established by the IBO with respect to examination conduct.

Some examples<sup>7</sup>:

- Possessing unauthorized material in the examination room,
- Exhibit misconduct and disruptive behaviour during an examination,
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to,
- Impersonating an IB candidate—both impersonator and person allowing impersonation,
- Remove of secure materials such as examination papers, questions and answer booklets, from the examination room,
- Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination.

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<sup>5</sup> International Baccalaureate Organization, Academic Integrity Policy, 28.

<sup>6</sup> International Baccalaureate Organization, Academic Integrity Policy, 31-36.

<sup>7</sup> International Baccalaureate Organization, Conduct of the Examinations.

## RESPONSIBILITIES FOR ACADEMIC INTEGRITY<sup>8</sup>

### The role of students

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

Student's responsibilities include:

- Have a full understanding of their school's and the IB's policies.
- Respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators.
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- Give credit to used sources in all work submitted for assessment in written and oral materials and/or artistic products, making proper use of a citation style. At ASM we have adopted the **Chicago citation style** (or APA for Psychology).
- Abstain from academic malpractice.
- 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, artificial intelligence, or file sharing websites.
- Abstain from giving undue assistance to peers in the completion of their work.
- Show a responsible use of the internet and associated social media platforms.
- When required by teachers and/or administrators, students must submit their work to authenticity checking programs (TurnItIn, OriginGPT, etc.) and provide teachers with editing access to GoogleDocs history.
- Respect internal deadlines.
- When submitting his/her work to IB examiners, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Before submitting their work to IBO, students must sign a [declaration of authenticity form](#).

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<sup>8</sup> International Baccalaureate Organization, Academic Integrity Policy, 16-23.

## **The role of the IB DP Coordinator**

The DP programme coordinator is responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school ensuring that all school and IB policies are applied fairly and consistently.

The Diploma Coordinator must:

- Ensure that students understand clearly IBO expectations regarding academic honesty.
- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations.
- Agree with IB teachers on an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.
- Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians).
- Organize regular briefings with student's legal guardians.
- Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examination.
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IBO.
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

## **The role of the leadership team**

The school's leadership team must:

- Ensure that all teachers have the same level of understanding of academic integrity as a first step to ensuring their engagement and commitment.
- Establish an academic honesty policy.
- Create an administrative team which is responsible for supporting teachers in the reporting and investigation of student academic misconduct or maladministration cases whose main tasks will be to provide advice specific to the nature of the incident and the subject affected, and recommend the appropriate penalty in line with internal school policy. They should also support the administrative process and maintain any files and documents associated with each case for future reference and precedents.
- Provide teachers with effective training opportunities.
- Ensure teachers and students adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct.

## The role of teachers

At ASM teachers are expected to:

- Ensure that students have a full understanding of the expectations and guidelines of all subjects.
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- Set clear expectations for assignments and provide guidance to candidates how to properly conduct a research paper or prepare an oral presentation, and how to correctly cite sources properly.
- Plan a manageable workload so students can allocate time effectively to produce work according to IB's expectations.
- Give feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB.
- Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion.
- Respond to student academic misconduct supporting the school's and IB's investigations.
- Respond to school maladministration and support the school's and IB's investigations.
- Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability.
- Read the final version and check for authenticity of any work submitted to IBO including the EE, TOK papers, and [Internal Assessments](#).
- Teachers must make use of Turnitin when checking on major IB assignments looking for malpractice including plagiarism and use of AI.
- Although the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged, it is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate.
- Be role models of academic honesty and integrity.
- AI is a powerful tool that when used responsibly and aligned with ASM's values may promote learning. Teachers may include artificial intelligence within their lesson and help students learn how to use this tool appropriately for particular assignments. The teacher must provide clear indications of how text created by AI may or may not be used on any particular assignment. If a student utilizes AI outside of those parameters outlined by the teacher, then the student may be investigated for violation of the ASM Academic Integrity Policy along with the [IBO Academic Integrity Policy](#).

## The role of Parents and legal guardians

At ASM we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potential and acting with honesty.

Focusing on processes for managing academic integrity incidents, parents and legal guardians are expected to:

- Read and become familiar with ASM and IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children and understand what constitutes student academic misconduct and its consequences.
- Support their children's understanding of ASM and IB policies, procedures and subject guidelines, supporting teachers and administrations in talking to their children about the importance of academic integrity.
- Understand school internal policies and procedures that safeguard the authenticity of their children's work.
- Support their children in planning a manageable workload so they can allocate time effectively.
- Report any potential cases of student misconduct or school maladministration to the school's administrators.
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.
- Abstain from giving or obtaining unfair assistance for their children in the completion of work, whether written, oral and/or artistically produced.
- Abstain from hiring tutors to write the work for the student or to edit the work of the student.
- Abstain from making use of web-based services (essay mills, ghost writers, and/or artificial intelligence).
- Cooperate with the school in case their child is found to be guilty of malpractice - either intentionally, or by inappropriate documentation of sources.

## ASM SUPPORT ON RESEARCH SKILLS AND ACADEMIC INTEGRITY

From grade 6 through grade 10, students learn about academic integrity and [research skills](#) in the different disciplines. Moreover, ‘Researcher’ is taught as one of ASM’s [Student Success Indicators](#).

For all assignments, including any IB coursework, whether internally or externally assessed, students are required to utilize a GoogleDoc that is to be shared with the appropriate instructor. Large sections of text should never be copied or pasted into the GoogleDoc. The goal of this document is to show the growth and development of the student work and to chart the learning process.

For some assignments, a GoogleDoc may not be appropriate, but students must still be able to share their thinking and process. If the learning is not clearly documented, the student may be referred to either the Assistant Principal or IB Diploma Coordinator to determine if malpractice has occurred. The administrator may try to gauge a student’s understanding of their work through a discussion.

In grade 11, at the start of the Extended Essay process, students receive lessons regarding citation, database searches, and GoogleScholar. During the workshop students begin a formatted document that will become their EE including headings, table of contents, footnotes, page numbers, et cetera.

Upper School teachers make use of Turnitin.com and other plagiarism and AI detection software to help students learn appropriate citation and referencing techniques.

## CONSEQUENCES OF ACADEMIC MISCONDUCT AT ASM

At ASM any instance of academic malpractice is to result in:

### First Offense

- An automatic zero for the work in the case of a first offense. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents are to be notified;

### Second Offense

- An automatic zero for the work with the same above specified notifications and qualifications for a second offense. Additionally, a two-day out-of-school suspension is to be assigned and a meeting of the parents, student, and teacher called by the Principal or Assistant Principal.

### Third Offense

- Indefinite suspension pending a recommendation for expulsion for a third offense with a grade zero being assigned to all work.

In case of malpractice during an external assessment (such as the IB Exams, PSAT, or SAT), the school shall notify the external organization in addition to the above. Given the potential of discrediting ASM under such circumstances, the student may also face expulsion.

In the case of academic misconduct related to IB Coursework, Internal assessment, TOK assessment, Extended essay and IB written exams, students, parents, teachers and school administration must abide by the [IBO Academic Integrity Policy](#).

## References and Resources

- [IB Academic Integrity](#)
- [IB Academic Integrity Policy](#) (updated February 2025)
- [IB Conduct of the examinations: Notice to candidates](#)
- [IB Effective citing and referencing](#) (updated April 2022)
- [IB Academic integrity for internal assessments](#) (updated 2020)
- [IB Candidate Consent form](#)
- IB Subject guides and [subject briefs](#)
- [ASM Student Success Indicators](#)

## Works Cited

- International Baccalaureate Organization. *Academic Integrity Policy*. Geneva: International Baccalaureate Organization, 2019. Updated February 2025.
- International Baccalaureate Organization. *Conduct of the Examinations: Notice to Candidates*. Geneva: International Baccalaureate Organization, 2022.