DRS
International School
SINCE 2003 — *Strive to Surpass*
IB World School

No. 3630050

IB CONTINUUM

No.002672

Academic Integrity Policy

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School Mission Statement

DRS International School (Vision-Mission) is committed:

- To provide our student community the finest quality, holistic education that meets global qualitative standards in learning and teaching in, across and beyond disciplines in the sciences, commerce, and arts.
- To inspire in children the love of learning and the joy of discovery; thereby empowering them to innovate and become life-long learners.
- To nurture the uniqueness and individuality of learners while encouraging them to seek out and appreciate diverse perspectives, beliefs, and cultures of people across the world and in so doing develop international mindedness.
- To empower our learning community to collaborate and strive in translating their learning into effective action, thereby promoting progressive thinking and global harmony.

IB Mission Statement

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 encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CBSE Mission Statement

- Promote interconnectedness among stakeholders to support the school systems for ongoing research and development to improve achievement of student learning outcomes.
- Inspire schools to review and reflect on their curricular practices and achievement of student learning outcomes.
- Promote student centric non-discriminatory curriculum which prepares students to be confident, connected and lifelong learners as envisaged in NEP 2020.
- Stimulate schools to reflect, review, assess and create their institutions as learning organizations that are continuously growing and evolving on their developmental continuum.
- Foster the culture of openness, transparency and objectivity in self-assessment, peer review and external assessment.
- Empower schools to be continually involved in systematic self-assessment which has an explicit purpose of improving the quality of student experiences and their standards of attainment.

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Academic Integrity Policy Statement

The DRSIS Academic Integrity Policy values the IB learner profile attributes. The school community is expected to be principled and work with a strong sense of fairness, justice, and respect, for the dignity of the self, and others. Students and teachers are expected to take responsibility for their actions and the consequences that accompany them and understand what constitutes lack of academic Integrity with direct reference to plagiarism, and collusion.

Purpose of Academic Integration Policy

- All teachers and the administration at the school shall support students in their determination to maintain high standards of academic Integrity. Students are guided to use sources of information, including how to obtain authorization to use that information legitimately. Teacherswill do their best to encourage students to develop individual and original ideas and acknowledge the work of others.
- The objective to have this policy in place, is to eliminate as far as is feasible, all cases of academic dishonesty. The aim is also to uphold and teach the values of academic integrity rather than establish a code of punishment for acts of academic misconduct by the students.
- The Policy is developed within the framework of the IB's expectations as laid out in the IB Academic Integrity 2019 guidelines and updated in March 2023. Furthermore, the policy aims to create a fair learning environment for all students at the school. This document is to be referred to as the source of information and guidance on issues and actions related to upholding high standards of academic Integrity and an appropriate response to cases of academic misconduct.
- Students and parents/guardians will have a copy of the General Regulations, and Diploma programme so that they may understand its concepts, with specific attention drawn to the provisions relating to academic malpractice and its consequences. It will also direct them to the IB website in this regard.

Connection with the attributes of a learner profile

Principled: Learners to be principled in terms of following timelines, submissions, citing & acknowledging sources and resources, being authentic and original, and owning responsibility towards learning and assessments

Open-minded: In group work and inquiry, learners are to be open-minded in accepting multiple perspectives, collaboratively working with others, and being open to new ideas.

Thinker: Learners develop a culture of thinking critically, creatively, analytically, and logically to understand ideas and explore new ideas instead of depending on or borrowing from sources.

Risk taker: Learners are to be encouraged to explore, innovate, create, and act in different learning contexts. Learners are to be courageous enough to give a critical and insightful evaluation of sources.

Communicator: Learners to be empowered to express ideas and thoughts clearly, confidently, and creatively while acknowledging sources or giving due credit to the support taken.

Knowledgeable: Learners are to be groomed to be knowledgeable with a purpose and responsibility to further the knowledge pool existing in the world. To this effect, the school is responsible to instill the values of learning and promoting learning.

Connection with IB Standards and Practices

Academic integrity is embedded as follows in the IB Programme standards and practices.

Standard: Leadership and governance (0201)

Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.

Standard: Student support (0202)

Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).

Standard: Culture through policy implementation (0301)
Implementing, communicating and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice
Standard: Students as lifelong learners (0402)
Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work.
Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.
Standard: Approaches to assessment (0404) Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

Implementation of the Academic Integrity Policy

As per the International Baccalaureate Learner Profile, Academic Integrity exemplifies the important attribute of being "Principled".
The following measures are taken in DRS International School to ensure that academic honesty is implemented:

- Orientation for teachers on the importance of Academic Integrity
- Collaborative meetings for teachers to review the policy every academic session.
- Orientation for parents and students on the importance of Academic Integrity
- Use of plagiarism checker by teachers to establish the authenticity of submitted work
- Adhering to the IB examination rules and regulations in all assessments (e-assessment for MYP 5 and IB Formal assessment in DP).
- Use of citations and bibliographies during teaching and learning.

Malpractices which account to lack of academic integrity in IB formal assessment tasks of MYP

Violation	IB Definition	Examples
Plagiarism	The Representation of ideas or work of another person as The students	• Presenting as your own (with or without the author's permission) information collected, organized, or written by someone else. • In the arts, Plagiarism can include taking someone's ideas or concepts and portraying them as your own. • Plagiarism can be intentional and unintentional, but both are treated the same way. Some Examples are as follows: • Copying an article from a website and not giving credit but not understanding you had to give credit…it is plagiarism. Always ask your teacher if you should give the original author credit if you are unsure. • Copying and pasting information from a website into your work, and then failing to give the website credit. • Reading an article or a text, taking ideas from it, and then claiming them as your own ideas.

To Avoid Plagiarism:
If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information. Using outside sources makes a better argument and gives your work greater credibility.

Violation	IB Definition	Examples
Duplication	The presentation of the same work for different assessment components	You completed a Design Evaluation in MYP 4 and you copied parts of it to complete your Personal project design-related report in MYP.

To Avoid Duplication:
Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.

Violation	IB Definition	Examples
Collusion	Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.	• You let another student copy from your homework. • The teacher gives a lab report to be completed individually and you work with other students but submit the work with only your name on it. • If the teacher gives work to be completed individually, you should not work with other students or give friends your work. •This is known as unacceptable collusion. • In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz.

To Avoid Collusion:
• Always do your own work. If you are unsure, ask your teacher before you ask a classmate. During an exam or other assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher.

Collusion and collaboration are not synonymous, and it is important to understand the difference between them. Collusion suggests wilful engagement and cooperation by knowingly participating or "assisting another person in an act of academic dishonesty" (p.150). By distinction, collaboration suggests working in unison with others to better address or understand an intellectual problem.
Collaboration is an important and effective learning technique. As students, collaboration may serve as a form of peer-to-peer learning in which students come to understand a subject or problem better by articulating the key points and issues to one another.

Violation	IB Definition	Examples
Cheating	Behavior that gives an unfair advantage e.g., saying you have turned in an assignment when you did not, using cheat sheets, electronic devices, fabricating information trying to earn more time or credit on an assignment, project, or exam.	• Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. • Using restricted material during assessment task, such as cheat sheets, or electronic devices. • Leaving the room during an assessment task and using restricted materials prior to returning. • Fabricating information to try to earn more time or credit on an assignment, project, or exam.

Consequences of dishonesty:
Incidents of academic misconduct and the actions to be taken:
Minor Violations may include, but are not limited to:

- Taking information that is not properly cited (Intellectual Property, plagiarism)
- Working with others on a formative assignment that was meant to be done by individuals (Collusion)
- Inappropriately sharing any formative assessment (or part thereof) with another student
- Sharing and or copying an assignment with another student (Duplication, cheating)
- Submitting work that has been developed by another as one's own is minor as a part of a Formative task. (Collusion, plagiarism)
- Altering a body of text and claiming it as your own (Paraphrasing)
- Committing academic misconduct on any formative assessment

Consequences for Minor Violations may include, but are not limited to:

- A warning and review of the policy
- Redo the assignment or assessment with possible loss of credit
- Family notification and/or meeting
- A record of the incident will be documented
- Loss of credit on the assignment or assessment
- Sunday detention assigned

Major Violations may include, but are not limited to:

- Using physical or electronic methods of receiving or giving questions or answers on an assessment. (Collusion, Cheating)
- Stealing, accessing, or improperly possessing any examinations or other assessments, either physically or electronically.
- Submitting work that has been developed by another as one's own if it is a complete summative task. (Collusion, plagiarism)
- Committing academic misconduct on any summative assessment, midterm or final examination (Cheating)
- Altering grades (Falsification)

Consequences for Major Violations or Repeated Minor Violations may include, but are not limited to:

- Family notification and/or meeting with an administrator present
- A record of the incident will be documented
- Loss of credit on the assignment or assessment
- A record of the incident will be included in the student's file
- After-school detention
- A failing grade on the assessment
- Sunday detention assigned

Investigation Process or Investigating Misconduct
When a teacher has reason to believe that any of the violation has been occurred, the following steps will be taken:
The teacher will investigate the matter with the student(s) involved; process must be carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation.

- The Teacher responsible for the investigation must work in a discreet manner and using the available evidence, make sure that the process is thorough and fair for those under investigation.
- The teacher will communicate the outcome of his/her investigation to the Coordinator and Principal and/or the family.

- The teacher, in consultation with the Coordinator and Principal, may decide to issue a consequence and will communicate this decision to the student and the student's family as well as to the school counselors.

"Balance of probability"
It means that the decision-maker(s) with appropriate subject-matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available. (IB Academic Integrity Policy, p.4)
Roles and responsibilities of the Resource Specialists (ICT Facilitator/ Librarian)

The Resource Specialists are expected to:
- Guide students for research paper writing methods, good academic practice, and ways of locating, evaluating and using information effectively without committing malpractice.
- Instruct students regarding the use of school library resources, internet resources, and the local library system.
- The Resource Specialists are expected to conduct a common orientation program and offer individual sessions to students on formats for referencing and citations.
- The Resource Specialists knowledge of resources available and their search skills can be used to validate sources cited, and they are often able to trace the origins of suspect passages.
- They should help students identify authentic sources of information during research work.
- They are an expert in the area of academic integrity and can provide ethical guidance alongside information on the most appropriate citation system to use in each assignment, particularly the Extended Essay in the IBDP, Personal Project in the MYP, and the PYP Exhibition.
- They are responsible for taking sessions on academic integrity and the academic integrity policy of the schools including
  ✓ How to comply to set standards of academic work.
  ✓ The regular dos and don'ts for the students.

Artificial Intelligence:
The IB states that although it will not ban the use of AI software, students need to be aware that the IB does not regard any work produced – even only in part – by such tools to be their own. As with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. This software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student is misrepresenting content, which is academic misconduct. Teachers are best placed to know what a student is capable of and when a piece of work appears not to have been written by the student. If teachers are not convinced that the work is the student's own, it must not be submitted. (IB Academic Integrity Policy, page 55)

Roles and Responsibilities of Teachers
All teachers observe and provide students and parents with a convention for acknowledging all sources. The school's preferred convention is MLA 8 (2016). Additional websites for easy use of MLA citations are listed below which are shared by teachers in their classes.
✓ Citation Machine http://citationmachines.net/
✓ Easy Bib http://www.easybib.com/
✓ Purdue English https://owl.english.purdue.edu/owl/section/2/
✓ Bibme http://www.bibme.rog/

- Abide by the IB learner profile attributes in all applications.
- Teachers guide students with examples of how to acknowledge sources in their subject orientations, and during the course of the IB Segments.
- 'Turnitin' and other online services are used to check student submissions to ensure that academic Integrity is upheld
- Teachers guide students in structuring assignments that encourage them to develop their ideas through problem-solving. Marks may be allotted for school-based assessments to ensure that sources are correctly acknowledged.
- Teachers are to report to the IB coordinators, any instances of academic malpractice.

- The Coordinators, Academic auditor, Teachers are responsible for investigating academic malpractice or misconduct according to IB standards. They gather evidence, interview parties, and review documentation to prepare a report with findings and recommendations. The auditor ensures compliance with IB regulations and academic honesty policies. They collaborate with school authorities and stakeholders to resolve issues fairly and uphold academic integrity.
Role of non-teaching staff

Support staff members who witness any acts of academic dishonesty are required to report them to the administration as soon as possible. It is not the responsibility of the support staff to confront the potential violators.

Roles and Responsibilities of Students
- Understanding the rules of academic integrity and abiding by them as specified in this document
- Not taking credit for work that is not their own.
- Being aware of what constitutes cheating and plagiarism and taking steps to ensure that these do not occur while working individually or in groups.
- Signing a declaration that all work submitted and uploaded for assessment is their work
- To ensure the concepts of intellectual property and academic Integrity include the use of in-text citations, footnotes, or endnotes to acknowledge the source of an idea that is not the candidate's reflections.
- Students will present information in the assemblies with proper citations.
- Developing and sharing the classroom essential agreements on Academic Integrity.
- The students are required to read through the IB Guide to "Effective Citing and Referencing"

Confidentiality
Considering the extensive practice of the school to educate and inform the students and parents on the importance of academic integrity, concerned teachers should have confidential discussions with the Coordinator or Principal before including the student.
- It is essential to analyze and critically understand the situation to avoid misinterpretation or bias.
- While protecting the self-esteem of the students, it is also important to keep these discussions private and confidential.
- Depending on the situation, the teacher can have a private conversation with the student to ascertain if it is an intentional or unintentional action and also try to understand if the student has any inadequacies, which led him or her to indulge in malpractices

Depending on the situation, the teacher(s) can counsel the student or seek help from the counselor or inform the coordinator or approach the principal for further action.
Where need be, parents should be informed or called to the school to assume responsibility for remedial action.
Promoting Academic Integrity at School
The whole school community has an ethical obligation to comply with the requirements of this policy.
- A presentation on Academic Integrity is made as a part of induction to students, parents, & staff.

- Subject Teachers ensure that slides on academic Integrity requirements are part of their subject orientation to students and parents.
- Academic Integrity Posters are displayed in and around the whole school.
- IB learner profile posters integrated with subject topics are posted on boards.

- The Teacher-Librarian presents the Academic Integrity requirements to students in the Diploma Programme and plays a vital role in teaching different styles of citations to students/staff.
- The Teacher –Librarian is responsible for uploading all assignments through "TURNITIN", each academic year.
- Every student is required to accept and sign the following pledge. This is shared through the Programme and Student Handbook.

The school's integrity code is as follows:
"I realize that copying and presenting the work of someone else as if it was my own is dishonest. I realize that it is my responsibility not only to adhere to the above code, but also to report to the teacher any such dishonesty of which I am aware. Whether I myself copy the work of someone else, give my own work for someone else to copy, or tolerate such action in others, I am guilty to one degree or another of academic dishonesty."
- Violation of this Policy by a student or a group of students is considered academic misconduct.
- Finally, academic Integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by a variety of factors including peer pressure, cultural, and parental expectations, role modelling, and taught skills. It is probably easier to explain to candidates what constitutes academic misconduct, with direct reference to plagiarism, collusion, and cheating in examinations. Therefore, whenever possible, the topic must be treated positively, stressing the benefits of properly conducted academic research and respect for the integrity of all forms of assessment in the Diploma Programme.

Prevention of Academic Malpractice Misconduct The school will refer to the IB documents on academic integrity as a guidepost for developing procedures and practices and will follow the MLA system of citation throughout the school with the following scaffolding:

PYP (Grade 1-5)	Students will create source lists and recognize the presence/absence of an author/title. They also list in their source list if any peer's idea is being used by them.
Secondary School (Grade 6-8 and MYP 1-3)	Students will have more advanced source lists, recognizing and listing the author, publisher, and year for all sources in the alphabetical bibliography. In-text citations will also be included.
Secondary School Grades 9-10 and MYP 4-5	Students will use MLA format for a complete bibliography. Read and refer to "Effective citing and referencing".
Senior Secondary Grades 11-12 and DP 1-2	All students (new & old) will accurately use the MLA style of referencing. Read and refer to "Effective citing and referencing."

Link between Academic Integrity Policy and Other Policies

DRSIS Academic integrity policy is aligned with other policies as follows:
In all three policies students are at the centre.

Linked to DRSIS assessment policy:
It is expected from students to uphold principles. All of their assignments should be finished with academic honesty. Any infraction of this shall be handled in accordance with the Academic Integrity Policy of DRSIS.

Link to DRSIS Language Policy
The act of academic disintegration diminishes when learning takes place with the assistance of a language that the learner is more adept in.

Link to Inclusion Policy
All students are expected to act with integrity and morality in an inclusive classroom by taking ownership of their work and actions

Process of Review
- The Academic Integrity Policy is reviewed annually and collectively by the Teacher, Librarian, SLT, and the Heads of Department.
- However, it can be reviewed in the wake of an unforeseen development, if the need arises.
- The review process considers the current or emerging issues that have been faced since the last period of review. All the desired and approved changes are then incorporated through consensus in the Policy.
- Any new procedures, measures, or technical requirements are introduced/ included.

Conclusions
The DRS International School will support the IB Academic Integrity requirements fully, in practicing, preventing, detecting, or investigating any malpractice. The teachers teaching the programme will follow the Academic Integrity Rules and confirm to their best knowledge that all students' work submitted for assessment is the authentic work of students. Teachers as role models are expected to report any plagiarism, collusion, or duplication of work, submitted by students for assessment, to the IB Diploma Programme Coordinator, who in turn, will follow the rules as defined in the IB and School Policy. Students are ultimately responsible for ensuring that all work submitted is authentic with the work or ideas of others fully and correctly acknowledged.
All efforts to promote Academic Integrity in school will be practiced. However, if a student is under investigation, the candidate will be given the opportunity and sufficient time to prepare a response to the suspicion of malpractice. Any written defense to the final award committee may even be sent marked 'confidential' to the IB. The school deems fit to issue penalties for academic infringement to candidates found guilty of malpractice to ensure there is integrity maintained in the MYP and DP program and also to deter other candidates from taking the same action.

Dear Students,

As required by the Academic Integrity Policy of DRS International School, you must accept and sign a pledge on Academic Integrity. It aims to strengthen the level of integrity in the academic work of students. You are not expected to show expertise in referencing but are expected to demonstrate that all sources have been acknowledged using a standard style consistently so that credit is given to all sources used (audio-visual material, text, graphs, images, and/or data published in print or electronic sources), including sources that have been paraphrased or summarized. When writing text, you must clearly distinguish between his or her words and those of others by the use of quotation marks (or other methods like indentation) followed by an appropriate in-text citation accompanied by an entry in the bibliography. It is also expected that the minimum information for work you submit includes: the name of the author, date of publication, the title of the source, and page numbers as applicable

The school, including all teachers, will always continue to guide you on issues related to academic Integrity and will help you to understand requirements and expectations regarding it. We wish you success in all of your academic work!

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