



ACADEMIC INTEGRITY POLICY

Kothari International School (KIS), Noida

MISSION STATEMENT:

The International Baccalaureate's 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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Kothari International School, Noida's Mission Statement

Kothari International School epitomizes the vision of making learning meaningful, collaborative and immensely enjoyable. Our endeavor is to empower our students with knowledge and skills through engaged learning; ensure pursuit of tertiary education of their choice and make them custodians of their own physical, emotional and spiritual well-being. Our students shall endeavor to maintain and improve the quality of life-without damaging the planet for future generations. Each member of Kothari International School fraternity is in pursuit of a Perfect Score in all spheres of Life. We realize today, more than ever, that we are an interdependent world. We expect our students to appreciate the diversity and understand the value of unity. Our students shall understand their rights and responsibilities. Thus, being empowered with knowledge and skills, they shall learn to contribute towards a Zero Conflict



World. Our students shall seek seamless transition into adult life; become useful members of the communities in which they live and promote tolerance, world peace and tranquility.

IB LEARNER PROFILE

The aim is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

- **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



The Learner profile represents the attributes and we believe these attributes, and others like these, can help individuals and groups become responsible members of local, national and global communities

Academic Integrity: Philosophy and Practice at Kothari International

Philosophy:

Academic Integrity, defined as per the IB Academic Integrity Policy [2019, p.3], is: *“The 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.”*

Kothari International School, Noida, is guided by the philosophy of the IB, ethical qualities of personal integrity and academic integrity. Academic integrity is an important component in pursuit of academic excellence and being a responsible global citizen. Thus, it is expected of all the students, teachers, parents and the administrators at the school. Academic Integrity is not just about following rules and regulations and avoiding malpractices, but it is a way of developing skills and understanding. It is the core value of the IB Learner Profile and a key requirement for the successful completion of IB Programme.

If there are breaches in this then the quality and validity of the student's work is compromised, putting the reputation and credibility of the teacher and the school along with the integrity and standards of IB at stake.



Aim of Academic Integrity Policy:

- Enable all stakeholders to follow good academic practice and a school culture that actively encourages academic integrity.
- Enable students to understand what constitutes academic integrity, academic misconduct and dishonesty.
- Encourage students to seek guidance from their teachers and coordinators for support when completing assessed work in order to prevent any possible form of misconduct.
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others.
- Explain to students that they have an important role in ensuring that their work is authentic and original.
- Establish with the students that plagiarism, collusion etc. are a serious offense.
- Explain to students precisely the penalties to be imposed if found guilty of academic misconduct.

PROMOTING SCHOOL CULTURE

“An effective academic integrity policy should be a school-wide endeavour, offering a commitment to maintain an ethical culture; not just a list of rules and penalties or simply an administrative requirement to meet the expectations to become an IB World School.”

(IB, 2019, p. 7)

The key preventative strategies undertaken by the school are as follows:

- All DP students and teachers are required to attend an annual workshop on the school's Academic Integrity Policy. Parents and guardians learn about the Academic Integrity Policy during the Parent Orientation at the beginning of every academic year. Academic integrity is also addressed in the IT Policy, and both documents are easily accessible on the school website for reference.



- All DP students attend workshops on the skills required to practice academic integrity like how to paraphrase, use quotations, make citations etc. These skills are introduced to students in a scaffolded manner across grade levels starting from Cambridge Grade 6.
- The DPC and teachers work together to intentionally develop learning environments which minimise the stressors that drive students to violate academic integrity. Some features that are incorporated into these learning environments include:
 - Regular student motivation
 - Make them understand to learn and not focus on the results
 - Using frequent, low-stakes assessments
 - Engage them in conversations on ethics & integrity and thus build their self-efficacy
 - Ensuring that students have sufficient time, supports, and resources to be able to effectively meet assignment expectations
 - Accounting for students' different backgrounds and prior knowledge
- In cases of possible academic misconduct, the teacher who identified the incident investigates the issue and has a conversation with the student(s) involved. If the teacher determines that academic misconduct has occurred, then it is informed to the DPC immediately. The DPC and Head of School then speak to the parent and the student and appropriate action is taken.

Academic 'Misconduct' & Consequences

“Academic Misconduct: The IB defines student 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.”

[IB Academic Integrity Policy, 2019, p.3]

“Schools should attempt to understand the context of rule breaches rather than simply adopting a stance of punishment and penalties. It is advisable to consider factors such as the learning environment, the relationships between the students and the previous pedagogical experiences of the students.”

[IB Academic Integrity Policy, 2019, p.7]



Misconduct is behavior that results in or may result in the student or any other student gaining an unfair advantage and thus will have its consequences, the aim of which will be to develop the ethical behaviors and any deviation from the moral conduct will lead appropriate action on a case-to-case basis if these the teachers or administrators find that the behavior violates the policy.

- **Plagiarism:** Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as a student's own. Plagiarized 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. It is also a criminal offense in some instances.
- **Collusion/ Collaboration:** Supporting misconduct by another student – allowing one's work to be copied or submitted for assessment by another. There are occasions where collaboration with other students is permitted for actively encouraged such as a group Project. The final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student's unless explicitly outlined by the requirement of the assessment. For example, if two or more students have exactly the same introduction to an assignment, the final award committee will interpret this as collusion (or plagiarism), and not collaboration. Even if a student has 'collaborated' with another student, the work finally presented must be his/ her own. Collusion is misconduct and will be penalized. Working together is collaboration while copying someone else's work is collusion.
- **Duplication of work:** The presentation of the same work for different parts of the diploma i.e., submitting the same piece of work two subjects or components.
- **Fabrication of data:** Falsifying, misrepresenting or inventing data or information to support an argument, experiment or opinion.



- **Paraphrasing:** Writing a piece of text out in your own words. This is permitted but the sources used must be acknowledged.
- **Infringement:** A student unintentionally violates the standard academic practice of clearly acknowledging all ideas and words of other persons. In this case, the student is not deliberately attempting to gain an unfair advantage. An example of infringement would be a student who has not used some means of indicating a quotation but has cited the source of the text in the bibliography or in a footnote. The final award committee may designate a case of this type as academic infringement and not misconduct. If the final award committee decides that an academic infringement has been established, no marks will be awarded for the component or part(s) of the component. The student will still be eligible for a grade in the subject. The Head of School will be notified that this action has been taken. The case will not be recorded as misconduct.
- Making up data for an assignment.
- Falsifying records, Forgery or falsification of IB grades or certificates.
- Possessing or using unauthorized reference materials (such as, textbooks, notes, electronic devices, graphical calculator that is not prescribed, digital watches etc.) during examinations.
- Exchanging information or in any way supporting the passing on of information to another student about the content of an examination.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another student.
- Sharing – giving or receiving information during an assessment when instructed not to do the same Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
- Impersonating another student.
- Acquiring task information or sources without permission/stealing



- Disclosing or discussing the content of an examination paper before or during the examination's schedule time, or within 24 hours after the examination.

Consequences:

For 1st offense:

- Informing the relevant authorities (DPC and Head of School) and have the student explain the situation.
- Instructing the student to redo the assignment
- Acquire a letter of assurance from the student and/or the parent/guardian that the violation will not be repeated.

For 2nd offense:

- The Assigned Scores are lowered.
- Not providing a score or achievement level given equivalent to zero.
- Meeting with the student's parent/guardian regarding the violation.

For 3rd offense:

- Making a permanent note of the violation in the student's record.
- Possible retention in the same grade level or expulsion from the school If a student is determined to be involved in more than one act of misconduct.

Any measures taken will be done only after thorough investigation of the situation, a discussion with the student, teacher, parent/guardian, and relevant administrators such as DPC and Head of School to maintain transparency and clarity.

MALPRACTICE DURING COURSEWORK AND EXAM SUBMISSIONS

In accordance with the IB Academic Integrity Policy, 2019, p. 23.

Coursework:

- This policy will be followed to resolve issues with final work before submitting the same on the IBIS portal, according to the IB submission deadlines.
- The work that doesn't meet academic integrity expectations will not be submitted.
- Work with plagiarized content or not as per the subject requirements will be marked a failing score for internal assessment or marked as non-submission for external assessment.
- The DPC must inform the relevant team at the IB promptly if academic misconduct is detected after the work has been submitted.
- Students will not be eligible for a final grade in the subject if academic misconduct is identified.



Examinations:

- Students must be aware of the IB's expectations for ethical conduct during exams. The instructions for the conduct of examination will be conveyed and explained by the teachers and Coordinators to the school community.
- Materials not relevant to the examination process are prohibited from the exam room, and students must strictly adhere to the invigilator instructions.
- Possession of unauthorized materials is a breach of regulations and will be investigated.
- The school will report any breach during the exam to the IB within 24 hours of the incident/exam.
- Students will be given consent to continue the exam unless their presence disrupts the environment for others.
- The answer script of the student reported will be submitted for assessment as per standard protocol, enabling them to receive a grade if no misconduct is detected.

If the committee determining the final evaluation of the student's work deems a case not deviating from the academic conduct, the student will be awarded as per the usual process. However, if the committee establishes that there has been a malpractice, then the final grade will not be awarded and the situation can also escalate if the nature of the case is serious. This can also result in the student not being allowed to register for any other examination session in the future.

Acknowledging Sources:

- Every resource used (including websites, books, magazines, newspapers, DVD, CD-ROMs and photographs) should be mentioned in the bibliography.
- Students must include a list of all sources used in their research that they have presented in their work. This list should provide complete publication details for each source, following a specific citation style as instructed by the facilitator.
- APA (American Psychological Association: Example: Book citation
Author(s). (Year). Title of the book. Publisher.



- MLA (Modern Language Association): Example: Website citation
Author(s). "Title of the Webpage." Website Name, Publisher, Date of publication, URL.
- Chicago (Chicago Manual of Style): Example: Journal article citation
Author(s). "Title of the Article." Title of the Journal volume number, no. issue number (Year): page range.
- Specially at DP level academic integrity is given utmost importance to all submissions and presentations including all internal school submissions and external submissions (e-course works)
- The guiding principles for academic integrity are applicable for all submissions. All the work considered for assessment are produced and supervised in strict adherence to the subject guides. Teachers follow the instructions of the subject guide and abstain from “over editing” and give only one round of feedback as per the IB stipulations. The effective citing and referencing of sources and influences used in academic writing is at the heart of good scholarship and fundamental to academic integrity. When creating an authentic piece of work, the student is expected to acknowledge all contributing sources accurately and appropriately.

Teacher librarian and the Extended essay coordinator conduct skilling sessions for the students and teachers on effective citation and referencing. All Diploma students follow the IB guidelines for the citation of work.

The minimum information required in the DP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

[Diploma Programme: From Principles Into Practices, 2015, p.38]

MLA format is initially introduced to familiarise students with basic citation principles. With progress in grade levels, students are also introduced to APA and Chicago formats to have a broader understanding of citation types. For the students in Grade 6 onwards MLA formatting is used to ensure uniformity of the process and the inclusion of all the above-mentioned information for the sources.



The Role of the Librarian

- School librarians teach and employ good academic practice for documenting sources used.
- Their 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.
- Librarians may even help students identify authentic sources of information during research work.

Responsibilities of Student:

- Students should be aware of the School Academic Integrity Policy
- Students should reach out for help from the teachers for clarification of tasks to avoid any malpractice.
- Student should report any breach of academic integrity that they are aware of the teachers or authorities.
- Students are responsible for ensuring that all work submitted for assessment are authentic and have not be fabricated.

Responsibilities of Teacher:

- Teachers should be aware of the School Academic Integrity Policy.
- They need to develop a learning environment that supports the integrity in academics.
- Communicate the clear assessment guidelines and rubrics on the expectation of each task (whether a group activity or individual work)



- All the evaluation should be done fairly and in accordance with the assessment rubrics and subject specific guidelines.
- Inform the DPC and the head of school about any violation noticed.
- Provide clarification to students, parents/guardians and administrators with regards to rubrics and handling of academic integrity violations if questioned.

Responsibilities of the Parents/ Guardians

- Parents/Guardians should be aware of the academic integrity policy.
- Help their child understand the policy and encourage them to adhere to the rules and guidelines.
- In case of any doubt, they should reach out the subject teacher and DPC for clarifications.
- They should report if they come to know about any breach to the authorities.

Links with other Policies:

The Academic Integrity policy works in tandem with the other policies of the school.

- **The Language Policy:**

Home and Family languages are considered while interacting with the students. As feedback is given to the student and parent on language capabilities and difficulties faced by students and leading to dishonesty. This will help devising strategies for future learning.

- **The Inclusion Policy:**

For the students with Special needs and EAL the school has a team of inclusion specialists. The assessments of these students are in consonance of the student's requirement of learning needs. The IDPs (Individual development plan) are set in



collaboration with the parent, student and teacher. Assessments of these students are done based on their IDP.

- **Assessment Policy:**

Academic Integrity is closely linked with assessment policy. The Objective being that all the student work that is submitted by the student is genuine and is then submitted for the grading to IBIS.

- **The Admission Policy:** Academic Integrity policy is closely linked to Admission policy at KIS. In accordance with the Academic Integrity policy, an admission of a student can be cancelled if the student/ parent is found guilty of providing fabricated or inaccurate information.

Policy & Review

The Academic Integrity Policy is a working document which will be reviewed annually. The Policy Review Committee will comprise the Head of School, Program Coordinator, and Subject Specialists.

Policy Designed and reviewed: January 2024

Next Review in: March 2025

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