

Lancers International School

Academic Integrity Policy 2022



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LIS Vision and Mission

Vision

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

Mission

The LIS mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical citizens of the world. Lancerians are understanding and respectful towards people of all races and cultures.

LIS Objectives

1. To develop healthy, sensible, well rounded, and complete human beings through academic, aesthetic, and athletic activities.
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community.
3. To develop, through community service, respect for the environment, and concern for society.
4. To build self-esteem and leadership qualities.
5. To uphold an uncompromising commitment towards excellence.
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect, among children and adults, is practised.
7. To create an environment where children are exposed to challenging, educational opportunities.
8. To create a platform where teachers, parents, and children evolve together to create a new social awakening.

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 organisations 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.

IB Learner Profile

Inquirer - 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 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 commit to service, and we act to make a positive difference in the lives of others and 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 ideas and experience. We work to understand our strengths and weaknesses to support our learning and personal development.

Purpose of the policy

We expect our Lancerians to be virtuous and ethical citizens of the world. The responsibility to promote this is shared by the members of the learning community at Lancers International School.

An ethos of honesty is nurtured throughout the school through the attributes of the IB learner profile and the LIS CARVES.

This LIS Academic Integrity Policy explains:

- The role and responsibility of all the LIS team members and stakeholders.
- The measures are taken to ensure academic integrity is respected throughout all curriculums.
- The strategies for ensuring academic integrity throughout the different programmes.
- The degree of offences and their consequences in any academic misconduct.
- The procedure of recording, monitoring, and reporting the breaches of academic misconduct.
- The sanction and due process of any academic misconduct.

Scope of the policy

The LIS Academic Integrity policy applies and it should be read by:

- LIS administration team, LIS leadership team, curricular and co-curricular staff members.
- LIS Internal examination team members responsible for conducting all types of assessments.
- All LIS students, parents, and legal guardians of students.
- Any other relevant stakeholders.

Academic Integrity

“Academic Honesty 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, culture, parental expectations, role modelling, and taught skills.” [[IB Diploma Programme- Academic Integrity Policy- October- 2019](#)]

“An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s language and expression.” [[Academic Honesty: guidance for schools](#)]

Context

“International Baccalaureate (IB) Programme encourages students to inquire and think critically and creatively.”

The main objective of the Academic Integrity Policy at Lancers International School is to create an intellectual climate in which sanctions and procedures are consistently followed to maintain academic integrity.

At LIS the qualities and traits that we wish to inculcate in our students include integrity, discipline, ethical behaviour, and responsibility. The responsibility to promote this will be shared by the members of the school community and will be visible in the school’s academic integrity policy.

Academic Integrity is part of being “Principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire, and act. Further, the policy focuses on developing the attributes of being a “Communicator” by sharing the citations, “Knowledgeable” by being a researcher, and “Reflective” by demonstrating one's understanding during research.

Five Fundamental Values

The Centre for Academic Integrity (1999) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.

Lancerians are taught how to live and work with integrity, that is, a deep understanding of the five fundamental values.

1. **Honesty:** Students learn that being honest with oneself and others is critical to academic success. This includes telling the truth, not plagiarising or cheating, respecting intellectual property rights and admitting mistakes.
2. **Trust:** Students need to understand the concept of trust and how it is essential in fostering relationships in the classroom. This includes trusting oneself, one's peers and teachers.
3. **Fairness:** Students learn that being fair means treating others as they would want to be treated, that is, with respect and consideration for diverse perspectives.
4. **Respect:** Respect for self, respect for others and different perspectives is essential in building a community of learners engaged in the learning process.
5. **Responsibility:** Students learn that being responsible means doing one's best work, taking ownership of their mistakes and making amends to those affected by their actions.

These five fundamental values provide a framework for the Lancerian Students to develop their understanding of academic integrity. With these values in mind, students are equipped with the tools to make sound decisions when faced difficult choices regarding academic work. Teachers at Lancers International School model these values in all aspects of their teaching. This includes being honest, fair and responsible in their assessment, teaching practices and interactions with students. In this way, they are actively demonstrating to their students that integrity is a valued part of academic success.

By learning and understanding the five fundamental values of integrity, Lancerian Students will be better prepared to make decisions in life based on a strong ethical foundation. They will develop the skills to identify and distinguish between right and wrong, trust their peers and teachers, and take responsibility for their actions. These values will provide them with a framework to lead principled lives both in school and beyond.

Ethos of Integrity

An ethos of Integrity and Academic interests, in particular, are nurtured throughout the school through the learner profile attributes and ATL Skills. Students are encouraged to be principled, honest, and truthful at all times. At the primary level, this is done through the

focus on specific profile and attitude attributes during the Units of Inquiry and through the PSPE (Personal Social and Physical Education) programme. In Secondary school, the school's culminating projects through academic literacy sessions explore the need for honesty, truthfulness, and principled behaviour in all we do. Academic Integrity is linked to students' developing competencies in Approaches to Learning skills (ATL) such as self-management, communication, social, and research skills.

In PYP from Grade 4 onwards, students are introduced to the need to acknowledge the ideas and information they have taken from others. They learn to cite the sources from where they get the information for their research projects and presentations. They are specifically taught how to record citations. Students are taught how to use the information to develop and write about their original thoughts, opinions, and ideas but when they do quote, they record and acknowledge the source correctly. Teachers make it mandatory for students to cite all sources of information used by them for any work.

Digital Citizenship

Digital citizenship refers to the ethical use of technology. At LIS we encourage our students to succeed well in academics and promote a sense of responsibility of using digital technology in various aspects. It is the responsibility of all the stakeholders to show civic responsibility in using digital technology.

Students are strongly advised to abide by the following guidelines:

- Students should be responsible for the use of social media.
- Students should display good digital etiquettes.
- Students should use their digital rights fairly and appropriately.
- Students should ensure they are not breaking any copyright laws.
- Students should ensure that the contents saved online are digitally secure.

Strategies for the Primary School

The Primary Years Programme employs the attributes of the IB learner profile and the approaches to learning (ATLs) when providing examples and models of academic integrity for students that support approaches to learning, classroom and homework practices, group work, and other activities. These practices are communicated to all members of the school community and modelled age appropriately.

The following areas are addressed in the Primary School Programme:

- Students' responsibility for their work.
- Guidelines for individual and group work.
- Age-appropriate expectations and practice regarding references, citations, quotations, and paraphrasing.
- Agreements related to the responsible use of information technology and media resources.

Strategies for the Middle and Senior School

The Middle and Senior School ensures academic integrity is a part of the everyday teaching and learning process.

The following areas are addressed in the MYP and DP Programme:

- Teachers will read the IB documents for their subjects and acquire an understanding of the specific requirements of their subjects.
- Ensure that the words, ideas, works from sources are acknowledged appropriately as per the recommended citation style.
- Teachers are expected to be vigilant in spotting any change in the style of writing of the student.
- Question students on their written work, especially in the culminating projects, to determine whether it is the authentic work of the student.
- Use Turnitin.com at various developmental stages to detect plagiarized work.
- Students' responsibility to reference resources in MLA format for all subjects except APA in Psychology.

Responsibilities

Teachers

- Teachers at LIS undergo training in the use of www.turnitin.com for detecting plagiarism and monitoring students' work accordingly.
- Teachers understand the terms used in the IB documents for Academic integrity.
- Teachers communicate to students clearly what they mean by academic integrity and how to use material from the LIS-LRC and other sources.
- Teachers are expected to encourage citations of work from grade 4 onwards.

- They are expected to inform the coordinator immediately about any breach on the part of the students. Since they are a part of the learner community hence they are expected to practice academic integrity and serve as role models for the students.
- Teachers will model this behaviour by citing and referencing information in their lessons and presentations.
- Teachers at LIS are expected to encourage ethical practices among students.
- Teachers are responsible for ensuring that all students understand the meaning and importance of academic honesty, particularly authenticity and intellectual property. Teachers must explain to students that all work they submit for assessment must be entirely their own and must check that this is the case.
- Authenticity can be checked by discussing the content of their work with students, and by scrutinizing one or both of the following:
 - the references cited
 - the style of writing compared with work known to be that of the student
- For further information, please see the guidelines on Academic honesty in the IB educational context and Effective citing and referencing.
- Procedures are to be in place to check, scrutinize, investigate and bring in implications of any possible act of misrepresentation or plagiarism. procedures to be aligned to the policies as prescribed by the IBCP and time reviewed.
- For further guidance on this issue and the procedures for confirming authenticity please refer to the IB publication Academic honesty in the IB educational context and the relevant articles in the General Regulations: Career-related Programme, as well as the Handbook of procedures for the Career-related Programme.

The following are some of the measures that should be adopted to avoid malpractice:

- Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in various subjects.
- Authenticate student work whenever required. The IBO expects “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”.

- Distinguish between collaboration and collusion to prevent allegations of collusion against students. They will ensure that the students have a clear understanding of the two terms.
- Be familiar with the IBO publications:
 - [Academic Integrity](#)
 - [Academic honesty in the IB educational context](#)
 - [Effective citing and referencing](#)
- Cooperate in the investigation of suspected cases of malpractice.
- Write a statement on any report of malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- No candidates should be left unsupervised during examinations, including restroom visits.
- Not to disclose the contents of an examination paper within 24 hours after the examination has been conducted.
- Not to start an examination before the scheduled time.
- Not to provide extra time for any student without the consent of the LIS examination committee.
- Not to provide undue assistance to a candidate in components that contribute to the assessment requirement of the IB programme. Guidelines on this are often provided in the various subject guides and teacher support material published by the IBO.

Exam control office

- LIS Internal Examination committee ensures that any irregularity during the exam is reported in the irregularity form kept in the exam hall (refer to Appendix-4).
- There should be a sufficient number of invigilators according to the number of students as mentioned in the LIS Assessment Policy.
- Conduct training/ orientation sessions before exams for both teachers and students.
- Share exam instructions with students and parents in case of online exams.

Administration

- The administrators will put a policy in place that aligns with the philosophy of IB regarding academic integrity.
- They will ensure that systems are in place to uphold the policy and to take action when the policy is not followed.

- They will ensure that information about the school policy and expectations of the IB are communicated to the school community comprising teachers, students, and parents.

The Programme Coordinators

The programme coordinators, as pedagogical leaders, are responsible for maintaining overall supervision of all activities related to the teaching and learning process at the school.

Focusing on processes for managing academic integrity incidents, programme coordinators are responsible for:

- Ensuring that the LIS Academic Integrity Policy is applied fairly and consistently.
- Ensuring communication of expectations and responsibilities regarding the LIS Academic Integrity Policy to the school community.
- Reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

[Academic Integrity \(2019\)](#)

Parents

- Parents will ensure that they acquaint themselves with the academic integrity policy of the school.
- They will discuss the school policy with their children and support it at all times.
- Parents will encourage their children to practice academic integrity.
- They will monitor the use of reference materials and the authenticity of their child's work.
- They will carefully limit their support to students. They may guide students but must refrain from actually doing things for students.

Members of the Learning Community

The Learner Profile attributes are the basis for the development of Academic Integrity in Lancerians. Therefore, it is the student's responsibility to ensure integrity of all the work and to understand what constitutes an offence against academic integrity. Students are strongly advised to abide by the following guidelines:

- Acknowledge all sources (e.g. books, journals, internet sites, CD Rom, magazines, photographs, etc.) using the recommended citation style.

- Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.
- Paraphrased ideas of another person should also be acknowledged.
- Students are encouraged to work independently with the support of the subject teacher.
- Students should be allowed to make mistakes, and to learn from their mistakes.
- Students are required to ensure that the final work is produced independently.
- Students are advised to give due credits to the work done by their group members when working in collaboration.
- Students are strongly recommended NOT to submit a similar piece of work for different assessment components of their IB programme (e.g. the internal assessment and the extended essay).
- Students are advised to listen attentively and follow all the instructions given before, during, and at the end of an examination, religiously.
- Students should strive to develop the attributes of being principled and balanced through a focus on intercultural awareness, communication, and holistic learning.
- Students should make ethical and responsible use of library resources or information technology.
- Students' responsibility to note down their meeting dates and main discussion points (Process Journal) to ensure Academic Integrity.
- "The IB expects students to be, in all aspects of the school, work and play:
 - inquirers
 - principled
 - thinkers

Academic honesty connects with the IB learner profile, which is the IB's mission translated into a group of learning outcomes for today's students, and links to students' developing competencies in self-management, research, and communication." [Academic Honesty in the Middle Year Program](#).

Education and Support

Staff

- The academic integrity policy is explained to the teaching and non-teaching staff through PD sessions, in-house workshops, and an inset/induction program by the leadership team.
- Teachers are trained and guided through workshops on how to reference their work.
- Teachers are oriented with different assessment tools and strategies and how they can be used so that academic integrity is not compromised.

Parents

- Orientation for parents at the beginning of the academic year for the understanding of the academic integrity policy.
- Parents to sign an undertaking for taking the responsibility for academic integrity during on-screen tests/assessments. (Parent invigilator nomination form)

Students

- Students will be introduced to and informed about the academic integrity policy, age-appropriately.
- Students will be explained all the terms which fall under academic dishonesty and misconduct.
- Students will be explained appropriate ways of researching and presenting their work to avoid plagiarism by highlighting the ATL skills.
- Guidance will be provided to all students on how to cite and reference any kind of information visual, video, or audio used by them for work submission.
- Guest speakers to be invited to make the students aware of digital citizenship.
- In-house training held by the Library Media Specialist and the ICT team at regular intervals for students.

Breach of Academic Integrity Policy

Procedures—reporting, recording, and monitoring

The respective subject teachers should closely monitor the work of each student and point out if they feel that any piece of the work reflects a discrepancy in originality.

The work may be sent back to the student to be corrected. If the offence is repeated, necessary sanctions (mentioned below) will be awarded as per the degree of offence mentioned in the due process section.

Offences

Academic dishonesty acts, which result or may result in an individual gaining an unfair advantage. The following is a list of such behaviours but is by no means exhaustive. The IB uses these terms to define malpractice and these need to be understood.

- **Plagiarism:** Offering the words, ideas, works, or arguments of another person (in whole or part) as one's own. This includes works of art whether music, film, dance, theatre, visual arts, literature, etc.
- **Copying:** Includes copying from another student or making information available to another during test or examination. It also includes taking the work of another student with or without his or her knowledge and claiming it as their own.
- **Falsifying Data:** Fabricating or falsifying any research/academic data or certification.
- **Duplication:** Submitting the same piece of work for more than one course without referring to the previous one.
- **Cheating:** Communicating with another student during examinations. Bringing into the examination room materials which are not permitted. Interfering with the scholastic work of another student for example by stealing laboratory reports, computer files, library materials, altering grades awarded by a teacher. Using unauthorized calculators during a test or an examination or stealing examination papers. Impersonating as another student, especially during the examination.
- **Collusion:** The secret bonding or agreement for helping each other during examinations/coursework for common gain leading to academic dishonesty. It reflects unethical understanding or commitment to representing misleading information.
- **Disruptive Behaviour:** Any inappropriate behaviour during the assessment which diverts the attention of other students, overlooking the invigilator's instructions, not reporting to the invigilator or respective coordinator even after witnessing an incidence of "Academic Misconduct" or not supporting an inquiry of the same.

Sanctions

Sanctions against academic dishonesty may range from a warning to dismissal depending on the seriousness of the offence. The penalties will include one or more of the following (Refer to Appendix-6):

- The offence will be recorded on the student's file.
- A warning letter will be issued, a copy of which is placed in the student's file.
- Awarding a zero/no grade in the piece of work or examination.
- Suspension from the school.
- Students may be placed under probation for one or more semesters.
- Dismissal from the school.
- Non-acceptance of work.
- IBO may recommend for the course conversion, subject change, re-exam in the specific subject after a specific period as per the subject availability, or no further admission in any IB school.

Due Process

Academic Misconduct in case of Class/Home Assignments

1st Instance:

To ensure consistency and fairness when mistakes are committed, the school keeps central records of each situation, while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel through behaviour note on the Managebac portal following the steps below:

- Open the Managebac.
- Go to Student Profile
- Go to the Behaviour tab.

The screenshot shows a web interface for adding a behavior note. At the top, there are navigation tabs for 'Profile', 'Portfolio', and 'Behaviour'. The main heading is 'New Behavior Note'. Below this, there are several input fields: 'Date & Time' (set to January 11, 2021, 03 PM, 20), 'Action Date', 'Behaviour Type', and 'Next Step'. A rich text editor with various icons (bold, italic, underline, etc.) is provided for entering the note's content. At the bottom, there are two checkboxes: 'Visible to parents' and 'Notify Parents via E-mail'. A blue button labeled 'Add Behavior Note' and a red 'Cancel' link are positioned at the bottom right of the form.

- Fill in all the required information which includes the date, time, behaviour type, next step, and specifying the offence in the text box provided.
- The note can be marked as visible to parents via Email.
- Click on the Add Behaviour Note tab.

2nd Instance:

- If the offence is repeated by the student, the second warning is issued with evidence of misconduct in the form of a behaviour note on Managebac.
- The coordinator is informed of the repeated misconduct.
- The work is expected to be re-done by the student.
- Guidance regarding academic integrity is provided by the teacher/ librarian/ programme coordinator.

If serious academic misconduct happens, it is recorded in the students' record files maintained in the school office which helps ensure consistency and highlight general trends or problems with particular students.

Academic misconduct in Internal Written Examination

1st Instance:

- A verbal warning is given to the student by the invigilator in case of any abnormality encountered; the case is reported in Invigilator's Irregularity Report.
- The student has withheld the right to complete the exam by the invigilator and the programme coordinator is informed regarding the same.

- Invigilator Irregularity Report is filled and submitted along with evidence if any.
- The programme coordinator further informs the parents and no marks are awarded for that question/ section/ complete examination.

2nd Instance:

- If a student repeats the misconduct, the incident is reported and submitted along with evidence if any.
- The programme coordinator is informed and a meeting is held with the parents and the Head of School.
- The student is debarred from giving further examinations.
- The student is given a temporary suspension from school depending on the degree of the offence.

Academic misconduct in External submission

1st Instance:

- If academic misconduct is detected or happens in the preliminary draft of culminating projects
 - The student is asked to redo the work only once.
 - The programme coordinator is informed.

2nd Instance:

- If the student repeats the misconduct in the final submission of the culminating projects
 - The student work is withheld.
 - Meeting with the supervisor, the programme coordinator, and the Head of School is held to investigate and interview the student.
 - Parents are informed.
- If it comes to the knowledge of supervisors that the submitted work was plagiarized after submission in any respect then:
 - The supervisor reports the incident along with evidence, if any, to the programme coordinator.
 - Meeting with supervisor, programme coordinator, and the Head of School to investigate and interview the students.
 - Parents are informed.
 - Programme coordinator reports such incidents to the IBO.

Scenarios and/or frequently asked questions for students (FAQs)

1. Why should Lancerians practice academic integrity?

At LIS we ensure authentic learning experiences with five basic elements: honesty, trust, fairness, respect, and responsibility to transform students into responsible global citizens and encourage them towards individual excellence.

2. How can I avoid academic dishonesty?

- Get familiar with the citation style MLA to cite referred sources when using other's work, words, thoughts, ideas, graphics, or music for reference. [MLA Formatting and Style Guide](#).
- Make sure you submit your work on papers, reports, projects, or any written assignment, and ensure to mention referred resources in the bibliography. Above all, you need to plan for writing your assessments.
- Make sure you schedule adequate time for the preparation for examinations so that you do not fall short of time. You are advised to adhere to the internal deadlines of every submission for the needful changes to avoid plagiarism suggested by your project supervisor if any.
- Ask your supervisor for feedback to ensure that all documents provided are checked through Turnitin.

3. Is paraphrasing or copying words or ideas from the online resources considered cheating?

Yes, copying or using others' ideas or words without acknowledging the credit of the original resource will always be considered plagiarism, even after paraphrasing. Whenever you use online resources for any academic task, you should cite that specific source in both in-text citations and the bibliography at the end of your document.

4. Will copying a small piece of work be considered plagiarism?

Yes, you should always cite any words or ideas which are not your own. Even copying a single sentence will be considered as part of academic misconduct.

5. Is it necessary to cite sources even in a rough draft for guidance or scope of improvement in my written work to my respective supervisor?

Yes, citation at every step needs to be mentioned, as it will give a clear understanding to your supervisor about your level of research and resources you have referred for the authenticity of your work.

6. Will submission of the same work be considered as an act of academic misconduct?

Yes, it will be considered as an act of duplicity under academic dishonesty. However, you feel that your current assignment is based or correlated with your previously completed academic work, then previously completed task/s need to be cited with due consent of your concerned facilitator or project supervisor.

7. What will my role be if I witness someone else committing academic dishonesty?

Considering your academic ethics and alignment with academic integrity values, you should inform your respective supervisor/coordinator in person as early as possible after the incident. Your identification will remain confidential in this regard.

8. What are the consequences of committing academic misconduct?

At LIS, there are different levels of sanctions that will be implemented depending upon the degree of the offence as mentioned in the policy.

9. What if I am accused of inadvertently violating academic integrity?

- If you have been informed by the supervisor, with due time for the rectification of the same, before final submission, you must follow the suggestions of the project supervisor.
- If the supervisor informs you regarding plagiarism after the final submission date, and you are unable to convince, you may request a meeting with the respective programme coordinator for more clarification.
- All the stakeholders of the investigation committee will make a decision based on all the shared evidence and information.

10. Is there any documentation being maintained of academic dishonesty incidents?

- Yes, individual incidents are recorded and maintained physically in student personal files as well as on the learning management portal.
- The student file records are stored for 6 years post-graduation.

Link to other Policies

- **Admission Policy:** Academic Integrity Policy ensures the orientation for parents and students at the time of admission for understanding the Academic Integrity Policy and always abiding by the rules. Academic Integrity Policy requires parents to fill the “Academic Integrity Form” to ensure that they have clearly understood the policy and they will abide by the policy.
- **Language Policy:** Academic Integrity Policy imposes that all students must use fair language and should give credits for all the material or an idea they have taken from other sources. Academic Integrity Policy insists that all learning and teaching communities should cite all relevant sources in the recommended citation style.
- **Assessment Policy:** Academic Integrity policy specifies that all the students submitting any work or giving an assessment should be responsible for their work and different sanctions may be given in case of any offence. Academic Integrity Policy mentions the due process for various assessments (Internal and External Assessments). Academic Integrity Policy states that any irregularity during the examination must be reported through the “Irregularity Reporting Form”.
- **Inclusive Education Policy (SEN):** Academic Integrity Policy ensures all the support staff for SEN students follow the procedure and be aware of their roles and responsibilities to adhere to the principles of academic integrity in all their work.

Policy Review

Lancers International School commits to policy review at least once a year, at the beginning of each academic session. Policy is reviewed by the Academic Integrity Policy Steering Committee. The Steering committees have representation from all programs along with the Head of School and Program Coordinators.

First annual review	August 2009
Second annual review	August 2010
Third annual review	August 2011
Fourth annual review	August 2012
Fifth annual review	August 2013
Sixth annual review	August 2014
Seventh annual review	August 2015
Eighth annual review	August 2016
Ninth annual review	August 2017
Tenth annual review	August 2018
Eleventh annual review	August 2019
Twelfth annual review	August 2020
Thirteenth midterm review	December 2020
Fourteenth midterm review	December 2022

Academic Integrity Policy Steering Committee

S. No.	Name of the Staff	Designation	Role
1.	Mr Yogesh Sindhvani	Head of School	Facilitator
2.	Ms Annabelle Villamarin	Primary and Middle School Principal	Contributor
3.	Ms Ekta Choudhary	DP Coordinator	Contributor
4.	Ms Suchita Pandit	MYP Coordinator	Contributor
5.	Mr Shyamendra Bhadauria	Head Librarian	Contributor
6.	Ms Shruti Sharma	PYP Teacher	Contributor
7.	Ms Pallabika Das	MYP Teacher	Contributor
8.	Ms Isha Yadav	DP Teacher	Contributor
9.	Dr Palash Chakraborty	DP Teacher	Contributor

Mr Yogesh Kumar Sindhvani

Head of School

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Appendix-1

General Guidelines for citation

At LIS students are expected to be familiar with the following terms and know the difference between the following when quoting their independent material, Common knowledge, and someone else's independent material.

How and what is to be credited?

Students must have a clear understanding of what is to be credited. The following is a list of some of the information that needs to be credited:

- If they are going to use words or ideas presented in a magazine, book, newspaper, song, TV programme, movie, Web page, computer programme, letter, advertisement, or any other medium.
- If a student will use the information they have acquired or gained through interviewing or conversing with another person in any of the following ways- face to face, over the phone, or in writing.
- When a student copies the exact phrase or words used by someone else.
- When they wish to use visual representations that have originated with someone else there could be maps, diagrams, pictures, photographs, illustrations, cartoons, etc.
- If a student wishes to use information that he has got via electronic media either by reusing it or by forwarding it.
- The important thing to remember is that any information that comes from another source, person, magazine, e-mail, website needs to be acknowledged.

The following are things that do not require acknowledgement:

- When a student writes about his or her own experiences, thoughts that come from them, ideas that come out of their observations, their insights do not require acknowledgement.
- A student writing their summary, about their experiences about a laboratory experiment or field trips.
- When they use their artwork, digital photographs, video, audio, etc.
- When citing examples of "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents).

- When they are using generally- accepted facts, e.g., littering is bad for the environment.

What is common Knowledge?

- These include facts of history commonly known.
- If the same information [not documented] is found in at least five other credible sources.
- If it is information that a student thinks the readers might already know.
- If it is information that a reader is likely to come across easily through other resources.
- Folk literature, which is popular and can not be traced back to a particular writer. These would include nursery rhymes, fairy tales, and any stories in the oral tradition.

The students understand how to summarize, paraphrase, and quote:

During their research, the students may often be required to use someone else's work. This may be done by quoting, paraphrasing, and summarizing.

For direct quotes-

- When quoting even a single word that is used with a special emphasis by the author the student is expected to use quotation marks.
- The student will not change any spelling, capitalization, or punctuation while quoting.
- While adding any words, words, or phrases the student will use brackets.

While paraphrasing and summarizing

The student will use his/her words and sentence structure without distorting the meaning of the author. While paraphrasing or summarizing the student will not substitute with synonyms the keywords while retaining the sentence structure of the original information. Neither will he/she retain the keywords but change the sentence structure. Both of these would amount to plagiarism. The student is encouraged to clear any doubts regarding the crediting of information with his/her teacher.

Appendix 2

Academic Misconduct Report Form

Student: _____

Subject: _____

Teacher: _____

Date: _____

Nature of Malpractice (Plagiarism, Collusion, Duplication, Unfair Practice, Internal/External):

Teacher's statement to be attached, it should include the following:

- Dates
- Requirements and conditions for the activity/task/assessment
- Evidence of malpractice
- The severity of the situation
- Recommended consequences, in line with the Academic Honesty Policy of the school

Teacher's Signature: _____

Date: _____

Student's Statement:

Student's Signature: _____

Date: _____

Action taken by school:

Coordinator's Signature: _____

Date: _____

HOS's Signature: _____

Date: _____

Appendix-3
Examination Irregularity Form

Lancers International School

Internal Examination
PYP/MYP/IGCSE/IB Diploma Programme
Examination Irregularity Report
Date:

Invigilator's Name:

The type of irregularity (Invigilator to describe what went unplanned):
What action was taken:

Invigilator's signature

Diploma Programme Coordinator

Appendix-4

Academic Integrity Declaration Form

I have clearly understood the Academic Integrity policy of Lancers International School and will abide by all the rules and regulations stated in it.

Furthermore, I take responsibility as a parent to inculcate the practice of academic integrity and encourage my child to do so. I realize that any offence will result in sanctions ranging from a warning to dismissal depending on the seriousness of the offence. The penalties will include one or more of the following:

- The offence will be recorded on the student's file.
- A warning letter will be issued, a copy of which is placed in the student's file.
- Awarding a zero in the piece of work or examination.
- Suspension from regular lessons.
- Students may be placed under probation for one or more semesters.
- Dismissal from the school if required.
- If a teacher or the IB coordinator has reason to believe that a piece of work to be submitted to the IBO is not authentic, that work will not be accepted. This will result in no grade being awarded for the subject.
- IBO may recommend for the Course Conversion, subject change, Re-exam in the specific subject after a specific period as per the subject availability, or no further admission in any IB school.

Student Name: _____

Student ID: _____

Parent Signature: _____

Date: _____