

TRIO WORLD ACADEMY

ACADEMIC INTEGRITY POLICY

Vision and Mission of Trio World Academy

Vision Statement

"To create and nurture individuals who have the knowledge, empathy, leadership & fortitude to stand up to the challenges that the world poses in the future."

We want to create impeccable individuals who are not just knowledgeable and proactive leaders but also intuitive, and emphatic to the needs of others. We believe that the world poses new problems to be solved every day and calls for professionals who can offer superior services to the society. Our students must be capable enough to add value to the community and the world. Physical fitness, mental resilience, emotional balance, and intellectual refinement are our goals for the global citizens who graduate from our school.

Mission Statement

"To provide an extraordinary environment for learning, bonding and all-round development that helps create and mold world-class future leaders."

Our core values of Leadership, Discipline, Academic Excellence and Service are embedded at the heart of our activities. Our aim is to create global citizens and instill these values in them. As a multicultural school, we encourage mutual respect, and awaken sensitivity towards the cultural needs and sensibilities of other human beings. Our partnership with parents and the community is the mainstay of our mission. We maintain academic rigor to improve the intellectual engagement of students and motivate them to deeply understand and appreciate subject areas. Students are taught to make discipline as a lifelong practice that would propel them to greater heights.

Steering committee for the Academic Integrity policy

1. Ms. Nisha Jethwani, Head of the Committee, Head of languages
2. Ms. Neha, Member, Art facilitator
3. Ms. Bapsye, Member, Chemistry facilitator
4. Mr. Gopinadh, Member, Mathematics facilitator
5. Mr. Kiran Prabhu, Member, ICT & Computer Science facilitator
6. Mr.Aaditya Gupta, Member, Middle-School facilitator
7. Ms.Shivangi, Member, PYP facilitator
8. Ms.Nargish Banu, Member, Middle-School facilitator
9. Mr. Moinuddin, IBDP coordinator

Stakeholders

Students of Trio World Academy

Parents of Trio World Academy

Review

The policy will be reviewed annually by the steering committee.

What is Academic Integrity?

Academic integrity is the expectation that teachers, students, researchers, and members of an academic community will act with:

- 1.Sincerity** – This means taking stock of your individual abilities and representing your effort fairly and authentically.
- 2.Trust** -This establishes an ease in working relationships. Understand that policies and rules are there for your benefit and to provide a standard platform.
- 3.Fairness** - Every individual should believe that they will be treated fairly and judged by the same standard as all others in the community.
- 4.Respect** - This allows for individual points of view and opinions to be shared. Students show respect by listening to other points of view, being prepared, meeting deadlines, and performing to the best of their ability.
- 5.Responsibility** - This means acknowledging your agency and accountability in daily actions and in your work.

Malpractice/Different methods of a breach of academic integrity

A breach of academic integrity is known as academic malpractice or academic dishonesty, and this occurs when a student or group of students gain unfair advantages in academic work. Malpractice includes but it is not limited to plagiarism, collusion, duplication of work, cheating and falsifying data/work. A clear definition and explanation of these terms is as follows:

Plagiarism: The act of presenting another person's intellectual property or work as one's own work (i.e., written words, ideas, visual images, auditory expressions, or any material that comes from another source, including the Internet, CD-ROM-based resources, and text-based reference materials), without crediting the source of that material. Even material that has been paraphrased in the student's own words is considered plagiarized material unless proper credit or explicit reference is given. One must also cite the source of ideas and information that are not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items—for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends, and relatives. This also includes use a foreign language translator to change from one language to another and then use that translation as if it were in their own words.

Collusion: This involves supporting malpractice by another student, as in deliberately allowing one's work to be copied or submitted for assessment by another student. In instances of collusion, both parties are equally guilty.

- Letting someone copy your homework, paper, homework, assignment, or other project or assist in their cheating in any way.
- Letting your partner do all of the work on a project and then put your name on the project as if you had done an equal share of the work. The partner is also guilty of collusion.
- Writing a paper or project for another student.
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor.
- Sharing information regarding assessment contents and questions with other students.
- have someone do your work for them, including a tutor or your parents.

Duplication of work: This is defined as the presentation of the same work by the same student for different assessment components and/or diploma and/or school requirements when it is contrary to the regulations of either the school or the external body assessing the work.

- Turning in an old project done by you or someone else
- Using the same piece of work for two assessments

Cheating: The use or attempted use of unauthorized assistance or communication during an examination, on a writing assignment, homework assignment or other project work.

Fabrication: the creation of false data, modifying data or citations. Forging another person's signature, including a parent's signature; Submission of documents which are not approved/authenticated by the supervising teacher.

Sabotage: deliberately destroying or ruining a piece of work done by another student as is destroying property of the school

IB Learner Profile

By fostering academic Integrity, the school also supports the IB Learner Profile Plus (RISS version of this document) that we utilize in the school, as the profile describes the type of learners the IB hopes to develop. By focusing on academic Integrity, the following aspects of the learner profile become significant to the process:

Inquirers – to encourage natural curiosity and become skilled in inquiry and research and show independence in learning. Students are engaged in their own learning and this process will be sustained throughout their lives. Learners to be independent and lifelong inquirers, be ready to always learn from different people, places and give due credits to sources.

Knowledgeable – to explore ideas and issues that have local and global significance. Students acquire in-depth knowledge and understanding across a broad and balanced range of disciplines, making connections or deeper understanding about academic integrity policy and its requirements. Learners to be groomed to be knowledgeable with a purpose and responsibility to extend and share their knowledge in the world. To this effect, school is responsible to instill the values of learning and promoting learning.

Thinkers - to exercise initiatives in thinking critically and creatively to recognize and approach complex problems. Students learn to make reasoned, ethical decisions because of their learning and thinking. Learners to develop a culture of thinking critically, creatively, analytically and logically to understand ideas and explore new ideas instead of depending or borrowing on or from sources.

Principled - to act with integrity and honesty, with a strong sense of fairness and respect for the dignity of the individual, groups, and communities. Students take responsibility for their actions in following timelines, submissions, citing & acknowledging sources and resources, being authentic and original and owning responsibility towards learning and assessments.

Caring - to show empathy and respect towards the needs and feelings and work of others. Students have a personal commitment to service and act to make a positive difference to the lives of others and to the environment. They should also be responsible for their own work.

Open minded: Learners to be open minded in accepting multiple perspectives, collaboratively work with others and open to new ideas while working/ playing in group and team.

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.

Balanced: Learners to understand the importance of balancing intellectual, physical and emotional well-being and recognize the interdependence with other people and with the world in which we live and work.

Reflective: Learners to identify their own strengths, weaknesses and what they can do at different stages of learning and consider your ideas and experience thoughtfully.

Difference between legitimate collaboration and collusion

Collaboration is an important and effective learning technique. This includes peer to peer learning to understand a subject or problem. It can also mean working together on a project.

Collusion is unauthorized cooperation in an assessed task. This involves cheating done by the student by submitting or paraphrasing someone else's work and submitting as your own.

Collaboration	Collusion
Analyzing a question together	Copying a plan for individual assessment
Sharing work evenly among group members	Relying on some group member to do all the work
Getting help from a tutor or peer learning advisor	Getting someone to do your assessment
Peer reviews or working together on a PSA, or a group task, class discussion, debate	Not contributing to a task and taking credit or even not being timely in submissions.

The group 4 project is the best example of Collaboration. The emphasis is on each member's contribution towards the project and their individual learning process.	Working on an investigation together and reporting the same readings and analysis is not acceptable if the investigation is graded. Even if the students are working together, they have to take own readings and submit individual report.
Group activity where every member of the group contributes to the task.	Group activity where all members of the group rely on one person to complete all tasks.

Why is integrity important for fostering trust?

Trust: Trust is the foundation of any relationship and is crucial for a fruitful relationship between student and teacher.

- **Creating Trust in the learning environment**
- **Empower Students Responsibilities**
- **Be Tolerant**
- **Be Consistent**
- **Capitalize on Collaboration**
- **Create a Safe Place for Students**
- **Model Positive Interactions**
- **Create an Engaging Learning Environment**

Roles and responsibilities of Inculcating Academic Integrity

Student Responsibilities:

1. Read and sign the Academic Integrity Policy
2. Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Work submitted needs to go through a plagiarism test on websites like turnitin.com. Any work containing a 10% -12% of plagiarism is in the green zone. Between 12% - 15% is an orange zone and anything above 15% is a red zone and needs to be re-worked upon.

3. Comply with all internal school deadlines
4. Understand the definitions of what is considered academic dishonesty
5. Take ownership of learning by asking for clarification if instructions when necessary and seeking help when needed
6. Talk to the Homeroom teacher and the Coordinator of the respective department when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
7. Understand the proper way of citing the source or acknowledging original authorship of works or ideas.
Please refer to the IBO guidelines
8. Report malpractice and help cultivate a culture of academic integrity at their school
9. Understand the consequences* of academic dishonesty and malpractice
10. Students should ensure that the project they are submitting is their original work. However, the parental are permitted to help but however, this should be acknowledged.

*Refer to page 10 of the given document

Parent Responsibilities:

1. Read and sign the Academic Integrity Policy
2. Encourage their children to value and practice academic integrity
3. Encourage their children to help cultivate a culture of academic integrity at their school.
4. Parents are advised to counsel their children and not aid and abet any malpractice in schoolwork.
5. Parents will be informed about the importance of academic integrity through parent orientations given to all parents during the academic year.

Teacher Responsibilities:

1. Teachers will model academic integrity in all respects of school life, and they will always acknowledge the work of others, including material taken from other sources.
2. Teachers will teach students how to cite sources (currently MLA8, subject to change as per school's decision)
3. They will not claim an idea or product is new and original when it has been taken from an already existing source.
4. Teachers will reveal or acknowledge the source of information.
5. Teachers will encourage students to share the source of research at all levels from the PYP to High-School. (These 3 sound similar, is it ok?)
6. All teachers will have a turnitin account to ensure no work submitted is plagiarized.
7. Teachers need to report all the concerned mal-practices to the Academic Integrity committee and the respective coordinator wherever applicable.
8. Teachers will be confided to the student's privacy when a mal-practice is committed.

Librarian's Responsibilities:

1. Support teachers and students in identifying good practice regarding academic honesty.
2. Provide guidance on ethics and what constitutes malpractice.
3. Librarian must provide information support for research PYP exhibition/EE/TOK essay and subject-specific assessment.
4. PYP (Grade 1-5) Students will be encouraged to create source lists and recognize the presence/absence of an author/title.
5. They will be asked to acknowledge if the parent's help has been obtained for the completion of a task.
6. Middle school (Grade 6-10) Students will have more advanced source lists, recognizing and listing the author, publisher, year for all sources in the alphabetical bibliography.

7. DP students will use the MLA format to complete the bibliography. All students will accurately use the MLA style of referencing for the bibliography, footnotes, and endnotes. The same style should be maintained throughout the document.
8. Librarians may even help students identify authentic sources of information during research work.

Head of School's responsibilities:/Role of school

As the example of excellence of academic integrity, the Head of School is responsible for:

1. Creating a steering committee to create and review of the Academic Integrity policy
2. Ensure the clear communication of Academic Integrity policy to the entire school committee.
3. Ensuring all the school policies are in sync especially Academic policy with Assessment policy.
4. Promoting and overseeing a good culture of academic integrity within the school.

Academic Integrity at Primary school will model and foster:

1. Appreciation for own work and the work of others.
2. Respect for different ideas.
3. Integrity through honesty and commitment to learning by showing self – management skills.

Students will learn to research effectively using key words and exploring different sources to explore a range of perspectives. Students will be taught to think about the validity of sources and how to give credit by citing sources. If a student is found not following guidelines, the teacher will speak to him/her and if required parents will be involved.

The PYP staff will emphasize the following practices:

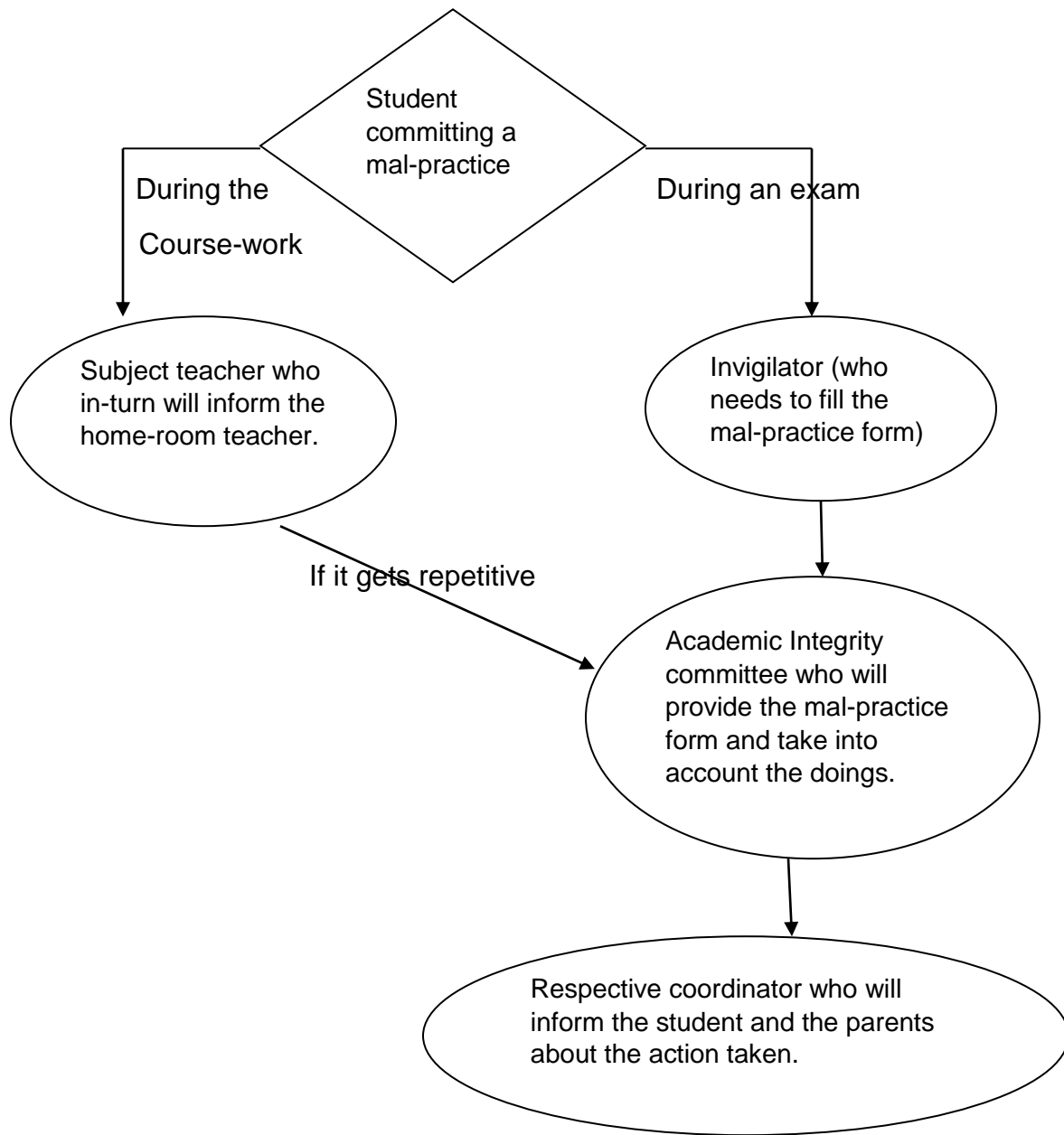
- The attributes of IB learner profile will be facilitated when providing examples and models of Academic Integrity for students that support approaches to learning, classroom and homework practices, group work and other activities.
- Special emphasis during PYP exhibition shall be communicated to all the students for ethical use of information during the exhibition process.
- Students' responsibility of their own 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 across the entire PYP program will be addressed.

- The tools necessary to maintain academic integrity shall be developed across the curriculum. All teachers will regularly engage with the students during learning activities to provide opportunities for interactions that are collaborative as well as evaluative.
- Brainstorming will be done to understand the difference between academic dishonesty intellectual property, plagiarism and authentic authorship.
- Students will be encouraged to recognize that they are personally responsible for academic dishonesty and able to understand what behaviors constitute academic misconduct, for example, plagiarism, copying another's work using unpermitted notes or collaboration.
- Parents will be engaged in this process of understanding and recognizing Academic Integrity and shall be expected to reiterate the same at home.

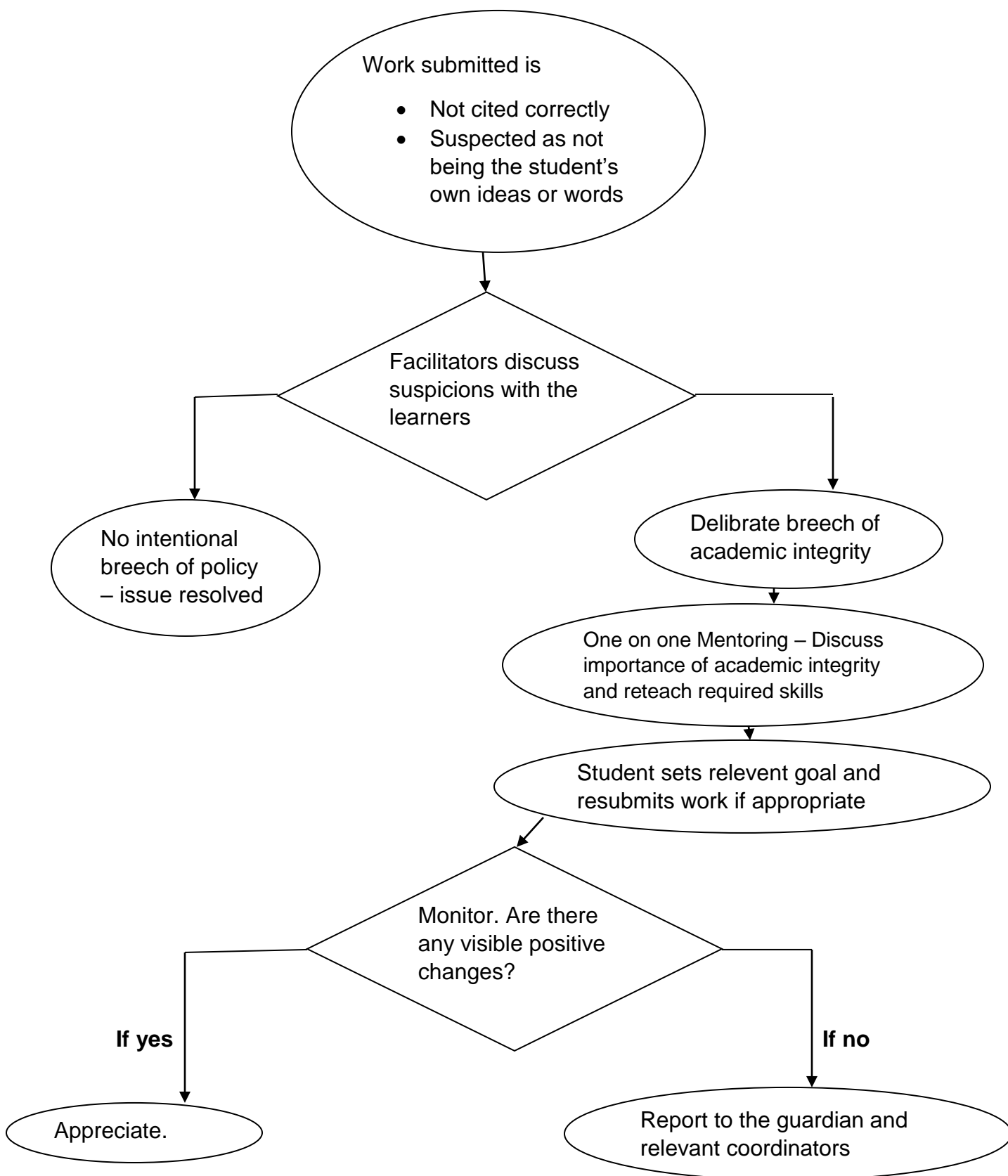
Reporting of malpractice:

The school will make every effort to create awareness among the school community about academic integrity by holding awareness workshops, talks in school assemblies, parent orientation programs and writing in weekly newsletters for the parents. There will be strict consequences if a student is found engaging in any malpractice. Teachers will report all the instances of malpractice to the Academic Integrity committee through a mal-practice form. The committee will maintain a record of students with instances. Repeated offences will call for strict consequences which may result in suspension or expulsion of a student.



At the PYP level

Academic dishonesty may be defined as passing off other people's work or ideas as one's own, this requires constant correction and advice from the teacher. There is no academic consequence as such but in 5th Grade students will sign a contract for their PYP final exhibition.



Consequences:

Following are the steps to be taken if academic dishonesty is detected:

- 1.If a student has turned in a piece of work that is not original, they will be asked to either redo that assignment or will be asked to do another assignment in its place.
- 2.Work which is handed in for any form of assessment, that is not original, will stand to lose their grade for the assessment.
- 3.If the final copy of the student's work contains heavily plagiarized material, it may result in the student losing their Diploma or the grade for the assessment.
- 4.In the case a student is caught copying from another student's paper or is found with unauthorized material in the examination room, while the exam is in progress the invigilator will take the following steps:
 - a. Remove the evidence of unauthorized material and let the student continue with the answer script. The IBO will be informed of this In this case.
 - b. In the case of collusion, both students involved will be asked to start over, without the benefit of extra time.
 - c. The unauthorized material along with the original examination paper will be handed over to the Examination department. The invigilator must also submit a written report of the incident.
 - d. The Respective Coordinator, Examination Coordinator, the subject teacher and the Principal will decide on the consequences of this action. This action may range from:
 1. Assessing only the second answer script.
 2. Informing the parents and assessing the 2nd answer script.
 3. Awarding no grade for that paper as well as calling in the parents

Consequences of academic misconduct in final year of PYP (grade 5)

- Incidents of misconduct to be first discussed with the students by the teacher and PYPC
- Students have the opportunity to correct the error.
- A reflective session, if needed before reporting to administration and parents.
- Age appropriate consequences will be administered keeping in mind the sensitivity of the emotional and psychological factors. Remedial Action
- Any action taken as a consequence to dishonesty should be carefully monitored and the student should be guided to follow the right practices.

- A time centric and assisted work should be the way forward till the student gains confidence in producing original work.

How to prevent Academic Dishonesty?

- 1.Students, Staff and Parents should be made aware of the academic integrity policy of the school.
- 2.Students should be given support from school to develop respectful academic integrity so as to prevent any kind of malpractice.
- 3.Regular awareness of academic integrity through school assemblies, plays, role plays etc. should be imparted.
- 4.Apply the policy consistently from the early-years onwards for every small project.
- 5.Students should be advised and encouraged to use the internet with discretion and wisdom.

The rights of the Candidate *(If suspected of a breach of academic integrity)*

If a candidate is under investigation for possible malpractice, the programme coordinator must inform the candidate.

Whether the candidate's legal guardians are informed of the allegation and involved in the investigation is left to the discretion of the relevant coordinator, bearing in mind any relevant circumstances such as whether the candidate has reached the age of legal majority.

The candidate and his or her legal guardians have a right to see evidence, statements, reports and correspondence about the case. Any decision to withhold such information rests entirely with the head of school or coordinator. Evidence may be withheld to protect the identity of an informant.

IBO's Policy - Rights of a student

It is the policy of the IB that any candidate being investigated for malpractice is given the opportunity to be heard and to submit a written defense to the Academic Integrity committee. The school has no right to prevent this process, to edit or unduly influence the candidate's statement. The candidate is expected to make the content of the statement available to the coordinator, but may request that the statement remain confidential to the IB.

The candidate must be given sufficient time to prepare a response to the suspicion of malpractice.

The IB information desk must be contacted for advice if the candidate may not be able to meet the deadline imposed by the IB.

Appendix

	Scenario	Principle	Penalty
1.	There is clear evidence in the form of source material to support a decision that the candidate has plagiarized text without any attempt to acknowledge the source(s). This includes the use of unacknowledged text in oral examinations and the use of other media such as graphs, illustrations and data.	<p>If there is clear evidence of plagiarism with no acknowledgment of the source(s), the candidate will be found guilty of malpractice without regard for any alleged lack of intent to plagiarize.</p> <p>A statement from the candidate, teacher or coordinator stating that the copying was the result of an oversight or mistake by the candidate will not be considered as a mitigating factor.</p>	No grade will be awarded in the subject concerned.
2.	A candidate takes text from the Internet and translates it into another language for use in his/her work without acknowledging the source.	Regardless of whether text has been translated by the candidate, the ideas or work of another person must be acknowledged. This is still plagiarism.	No grade will be awarded in the subject concerned.
3.	An alleged case of plagiarism where the examiner, coordinator and/or teacher believe the candidate has plagiarized all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied.	No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been copied. A case of alleged plagiarism will only be brought to the attention the final award committee when there is evidence of plagiarism; suspicion of plagiarism is not sufficient.	No penalty
4.	A candidate allows another candidate to copy all or part of his/her work. The candidate who copies the work then submits that work as his/her own.	A candidate who allows his/her work to be copied constitutes behaviour that results in, or may result in, another candidate gaining an unfair advantage, which constitutes malpractice.	Both candidates will be found guilty of malpractice and no grade awarded for the subject concerned.

Note: Please refer pages 18-22 of Document on Academic Honesty (IBO) published in August 2009, updated July 2011 for detailed explanation. This document is available with the Librarian and the programme coordinator.

Undertaking

I have read and understood the Trio World Academy's 'Academic Integrity Policy' and promise to abide by the rules and regulations mentioned in the document.

StudentName:

Signature:

Date:

Parent Name:

Signature:

Date:

Trio World Academy - Malpractice Report

Name of the student:

Subject: Grade:

Name of the teacher: Level (SL or HL):

Nature of Malpractice:	<input type="checkbox"/>	Plagiarism	<input type="checkbox"/>	Collusion	<input type="checkbox"/>	Unfair Practice
(Tick(✓) as applicable)	<input type="checkbox"/>	Duplication of work	<input type="checkbox"/>	Internal/External	<input type="checkbox"/>	

Teacher's report

to provide a detailed summary statement of the scenario including:

- Dates
 - Stated requirements and conditions for the activity
 - Specific evidence of malpractice
 - A comment regarding severity of the situation
- A statement of recommended consequences, in line with the Academic Integrity Policy

Teacher Signature: _____ Date: _____

Report complete/attached: YES / NO / Not applicable

Plagiarized source indicated / included: YES / NO / Not applicable

Student Response:

Student Signature: _____ Date: _____

School Action: Teacher/ Coordinator/Head of School

Head of School Decision & Signature

Signature: _____

Date: _____

References and resources

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Faculty Handbook of Trio World Academy, Bangalore