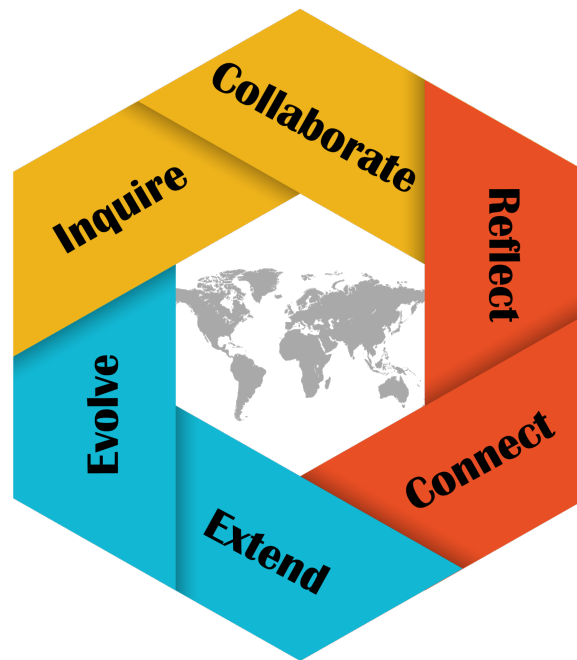




# **Manav Rachna International School (MRIS)** **(IB World School for Diploma Programme)** **(IB candidate school for MYP & PYP) \***



## **ACADEMIC INTEGRITY POLICY**

\*Manav Rachna International School (MRIS) is a Candidate School for the Primary Years Programme (PYP) and Middle Years Programme (MYP). The school is authorized as an IB World School for the Diploma Programme. These are schools that share a common philosophy and a commitment to high-quality, challenging, international education that MRIS believes is important for our students. Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)



## **MRIS Vision**

MRIS aspires to empower learners to become ethically responsible global agents of change.

## **MRIS Mission**

MRIS is committed to provide a safe, inclusive, dynamic learning environment to foster an internationally minded community of compassionate, reflective, and thriving lifelong learners. *(Reviewed July 02,2023)*

## **International Baccalaureate Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

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## Aims and Objectives

The International Baccalaureate defines academic integrity as “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work” (IBO, 2019).

At MRIS we expect and encourage ethical action. We respect intellectual property and its role in a rigorous and healthy learning environment. Academic integrity is an integral part of our mission and vision and is incorporated into the IB Learner Profile. All members of the MRIS community are expected to uphold academic integrity at all times. Every attempt should be made to use mistakes as learning opportunities as candidates develop and make errors. Every member of the community has a specific responsibility within the process.

### This policy aims to:

- Define academic Integrity; and that academic integrity reflects its five fundamentals—honesty, trust, fairness, respect, and responsibility
- Advise on and/or examples of what constitutes academic misconduct in its different categories, intellectual property, and authentic authorship;
- Guide each person’s role in academic integrity;
- Provide examples of conventions for citing and acknowledging original authorship
- Give guidance on the distinction between legitimate collaboration and unacceptable collusion;
- Outline procedures and suggest consequences for academic integrity infractions.

At Manav Rachna International School, teachers actively encourage their students to think critically about what they have learned and how it has affected their attitudes and behaviors. Making their knowledge, understanding, and reasoning transparent means they should be able to explain their ideas and what they have learned, as well as how they have developed their opinions and why they have followed or rejected certain points of view.

## Academic Integrity in IB

The IB defines **academic misconduct** as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

**(IBO Academic Integrity, 2019)**



### **The IB learner profile and academic integrity**

- **Principled-** Acknowledging the work others have done, and taking responsibility for one's own work.
- **Thinkers-** Using critical thinking skills by making reasoned and ethical decisions while using the internet or any other sources.
- **Reflective-** Giving thoughtful consideration to others' experiences.
- **Knowledgeable-** Reading and researching through the best practices (inclusive of correct citation).
- **Caring-** Displaying respect toward others by acknowledging their work.
- **Risk Takers-** Trying and doing work independently even if unsure of success.

### **The Importance of Referencing**

Referencing is a way to give credit to the people and or sources that helped you with your work. When our students' reference, they are expected to show that they are being fair and respectful of others' work. In alignment with our commitment to upholding the principles of academic honesty and integrity, MRIS has adopted MLA referencing as the primary reference source within our academic community. However, as an International Baccalaureate (IB) school, we strongly encourage our students to exercise academic autonomy and scholarly creativity. Therefore, we recognise and respect the diverse approaches to referencing that our IB students may choose to employ in their academic work. While MLA referencing remains the recommended and widely accepted standard, students are welcome to explore and utilise alternative referencing styles, provided that they adhere to the specific guidelines and standards associated with their chosen referencing method. It is our belief that fostering an environment of flexibility and academic exploration not only enriches the learning experience but also empowers our students to become well-rounded learners capable of navigating diverse academic contexts.

**Researching Ethically:** When conducting research, our students are expected to use books, websites, and other resources to gather information. Students are encouraged to always ask a teacher or parent for help when unsure if a source is appropriate or reliable. It is imperative that students keep track of sources by noting the name of the book, website, or person and the date where the information was found.

**Citing:** All Sources whenever our students make use of someone else's words or ideas, there is an expectation that they are given credit by citing the source. This might involve mentioning the name of the book, website, or person that the information is sourced from.

### **Academic Misconduct**

Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- **Plagiarism:** The use of another person's intellectual property (Products of the mind, including ideas, opinions, judgments, hypotheses, artistic creations, and more, owned by the creator) without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

- **Collusion:** Supporting academic malpractice by another student, for example allowing one's work to be copied or submitted for assessment by another.

Collusion occurs when a student uses fellow learners as an unattributed source.

Following are some examples of collusion -

- ❖ Copying a peer's work.
  - ❖ Letting someone else hand in your work as their own.
  - ❖ Turning in someone else's work as your own.
  - ❖ Having a classmate do an assignment for you.
  - ❖ Working together with peers, during individual tasks, without the teacher's permission.
  - ❖ Sharing work when you weren't given permission to do so.
  - ❖ Group work where only one person actually does the work and everyone else copies it.
- **Academic Misconduct:** Any behaviour that gains an unfair advantage for a candidate or that affects the results of another. Examples of malpractice involve taking unauthorized materials into the room during an external examination, disruptive behaviour and communicating with others during the examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media, and more.
  - **Communication about the content of an examination:** 24 hours before or after the examination with others outside their school community is also considered a breach to external exam regulations.
  - **Duplication:** Presentation of the same work for different assessment components and/or Diploma Programme requirements.
  - **Unethical behaviour** such as the inclusion of inappropriate images or words in any assessment material or the breach of ethical guidelines when conducting research.
  - **School Maladministration:** An action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

#### Malpractices: Malpractice also includes:

- Making up data for an assignment
- Falsifying in-class submissions and internal and external assessment records.
- Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination.
- Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination.
- Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes, etc.
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate.
- Copying the work of another candidate with or without their permission.



- Referring to or attempting to refer to, unauthorized material that is related to the examination.
- 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 candidate.
- Including offensive material in a script.
- Stealing examination papers.
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
- Using an unauthorized calculator during an examination.
- Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations

**Academic Integrity and Drill Bit-** The school uses Drill Bit to prevent plagiarism, ensuring fair assessment by promoting originality, transparency, and accountability among students.

## Roles and Responsibilities

### Head of School (HOS)

It is the responsibility of the Head of School (HOS) to establish, interpret, and apply school policies, including academic integrity, to promote good academic practice and foster a school culture that actively encourages academic integrity. The HOS has the discretion to apply this policy as they see fit, depending on the circumstances of a given case. Shared responsibilities are distributed among various members of the School community, including the School Academic Integrity Council. Additionally, parent communication related to academic integrity infractions will be handled by the IB Section Coordinators and the Head of School.

### IB Coordinators (PYP, MYP, and DP)

The IB Coordinators have the responsibility to ensure that all staff and candidates:

- Complete and confirm their acceptance of the Academic Integrity Agreement. (Academic Integrity Agreement: [https://drive.google.com/file/d/16NUCqoDh2h593F7v1WtDDj3obW\\_MJ8bI/view?usp=sharing](https://drive.google.com/file/d/16NUCqoDh2h593F7v1WtDDj3obW_MJ8bI/view?usp=sharing) )
- Understand the concepts of Academic Integrity, authentic work, and intellectual property.
- Receive guidance on study skills, academic writing, research conduct, and proper source acknowledgement.
- Follow the procedures outlined in the Reporting Policy, in collaboration with college counsellors, for reporting offences to colleges and universities.
- Communicate expectations for student work by explicitly referencing the Academic Integrity guidelines.
- Understand the definition of malpractice, with a specific focus on plagiarism, collusion, and misconduct during examinations.
- Are aware of the consequences associated with malpractice.



In collaboration with the Academic Integrity Council, the IB Coordinators also:

- Ensure the prominent display of the Manav Rachna International School Academic Integrity Pledge in each classroom.
- Supervise the school's internal investigation into allegations of academic malpractice.
- Maintain records of internal allegations of malpractice and their outcomes.
- Ensure that all incidents of malpractice are accurately recorded and archived. (Incident Reporting Form <https://drive.google.com/file/d/1W945QadR9Ww8mNhdWRzhx2iPUvEflkN8/view?usp=sharing> )
- Regularly review and seek feedback on the Academic Integrity Policy."

## Teacher

"It is the responsibility of the teacher to:

- Complete and confirm acceptance of the Academic Integrity Agreement.
- Verify, to the best of their knowledge, that all candidates' work accepted or submitted for assessment is authentic.
- Ensure awareness of proper and current MLA citation, applying MLA conventions when providing students with materials.
- Familiarize students with the concept of academic integrity and provide examples of proper source acknowledgment.
- Encourage integrity by creating assignments with specific guidelines that promote the development of students' ideas.
- Promptly address suspected violations of academic integrity on draft assignments and report formative assignments if they result in an unfair advantage.
- Follow prescribed protocols for invigilating internal and external exams.
- Report incidents of malpractice following the Academic Integrity Policy.
- Explicitly focus on Approaches to Learning (ATL) skills, especially information literacy skills, in teaching and learning."
- To identify whether the work submitted by the student is authentic work and as required by the guidelines provided by the IB, teachers must use their professional judgment to judge the work produced by students. 'Drill Bit' must be used to check students' submissions to ensure that academic Integrity is upheld.

## Librarian

The librarian serves as an academic integrity expert with responsibilities that include:

- Collaborating with classroom teachers to integrate honest research and production practices into every assignment.
- Offering assistance to all community members in MLA format and citation as needed.
- Conducting scheduled workshops on subjects related to academic integrity.
- Facilitating short-term one-on-one workshops with students found in violation of the Academic Integrity Policy.





- Providing and promoting resources for learning about academic integrity and developing academic integrity skills."

## **Parents or Legal Guardians**

Parents can play a crucial role in supporting academic integrity. They can:

- Familiarize them with the Academic Integrity Agreement.
- Encourage students to seek advice from teachers if they face difficulties with their work and promote responsibility in planning and completing assignments.
- Maintain open communication with the school to understand the requirements of the Middle Years Programme and Diploma Programme, as well as expectations for students.
- Provide support to their child while ensuring the student takes responsibility for the work.
- Recognize that completing or extensively revising work on behalf of a student constitutes academic misconduct.
- Be aware of situations where students may feel compelled or pressured to engage in academic misconduct, such as ineffective time management, lack of self-confidence, and external pressures from parents or peers."

## **Student**

**In PYP, students should:**

General Academic Integrity Guidelines:

- Understand the meaning of Academic integrity.
- Take personal responsibility for maintaining academic integrity.
- Develop Approaches to Learning (ATL) skills, including research, communication, thinking, and self-management.
- Acknowledge assistance from parents, older students, friends, group members, and other primary sources.
- Utilize a variety of sources, both print and digital, to gather information and properly acknowledge sources in a bibliography.
- Recognize plagiarism as a form of cheating.

### **The Exhibition:**

As the culmination of the Primary Years Programme (PYP), Exhibition work in PYP 5 should embody all criteria for academic integrity. Additionally, Exhibition work should demonstrate students' ability to independently uphold academic integrity. Students are required to sign an academic integrity agreement at the beginning of the Exhibition. Throughout the Exhibition, an academically honest student:

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- Acknowledges assistance from their mentor, teacher, parents, friends, and a variety of primary and secondary sources.
- Conducts ethical interviews with primary sources by seeking permission to take notes or record the interview and communicating that their contributions will be referenced responsibly.
- Produces a comprehensive bibliography in proper, age-appropriate MLA formatting, citing all sources accessed during the Exhibition.

**In the MYP, students should:**

General Academic Integrity Guidelines:

- Hold oneself to the highest standards of Academic Integrity.
- Develop Approaches to Learning (ATL) skills, such as research, communication, thinking, and self-management, in accordance with academically honest practices.
- Recognize and properly reference intellectual property using the MLA citation style or any other specified style.
- Submit authentic work.

**In MYP 1, 2, and 3,**

The academically honest student is expected to:

- Acknowledge sources of information using the Modern Language Association (MLA) referencing system.
- Understand the parameters of cheating and adhere to the rules.
- Seek clarification in advance regarding permissible external help.
- Acknowledge any assistance received from another person.
- Always submit original work.
- Independently complete all assignments, including homework.
- Refrain from submitting work done by a parent, older student, friend, private tutor, or any other individual.
- Safeguard their work from being copied by another student.
- Use notes during a test only when allowed by the teacher or examination rules.
- Avoid copying from another student during a test.
- Demonstrate personal integrity in all academic endeavours.

**In MYP 4-5**

General Academic Integrity Guidelines:

- Submit summative assessments to a plagiarism checker (Google Originality Report) at least twice before the final draft submission.



- Acknowledge sources of information using the Modern Language Association (MLA) referencing system.
- Ensure a clear understanding of academic integrity concepts, honesty, and various forms of misconduct as outlined by the school and the IB.
- Understand academic misconduct in both school-based work and external examinations.
- Acknowledge any significant help provided by another person.
- Safeguard work from being copied by other students.
- Use notes during a test only when permitted by the teacher and examination rules.
- Independently complete all work, including homework.
- Present only original material as their own.
- Refrain from purchasing and submitting pieces of writing authored by someone else.
- Present artistic or creative work in any medium that is their own, except as allowed by the teacher or permitted by assessment rules.
- Demonstrate personal integrity in all academic endeavors.

**In the Diploma Programme (DP), students should:**

- Attend a session on academic integrity at the annual student orientation.
- Attend peer-mentoring sessions as assigned.
- Complete and confirm acceptance of the Academic Integrity Agreement at the start of each new academic year.
- Ensure that all work submitted for assessment is authentic, with proper acknowledgement of the work or ideas of others.
- Comply with all internal school/academic calendar deadlines.
- Stay organized, prioritize work, and plan ahead for all tasks.
- Sign a cover sheet for each externally assessed component and all internally assessed components to confirm that their work is authentic and that the submitted work constitutes the final version.

## **The Academic Integrity Council (AIC)**

Manav Rachna International School is committed to assisting students through its Academic Integrity Council. The primary objective of the Academic Integrity Council is to proactively educate students to prevent academic integrity infractions and, when necessary, implement restorative measures following an infraction.

The Academic Integrity Council (AIC) will:

- Assist students in understanding Manav Rachna International School's expectations regarding academic integrity.
- Conduct hearings to guide students in reflecting on their actions and, if needed, determine suitable restorative consequences.
- Regularly remind all new and existing staff members of their responsibility to promote academic integrity and to prevent/detect malpractice.



- Offer general support to both staff and students with inquiries about academic integrity and provide mentorship to those facing challenges in meeting the school's expectations.

#### **The Council includes –**

- Head of School
- Programme coordinators
- School Librarian

### **Procedures for Reporting, Recording and Monitoring Academic Misconduct by**

#### **AI**

Most incidents of academic malpractice fall within the Academic Integrity Policy and the procedures of the Academic Integrity Council (AIC). Accurate and timely reporting of all incidents is crucial to identifying patterns and being responsive. All members of the community must familiarize themselves with the AIC reporting procedures. If, at any time, a staff member is unsure whether or not a referral is appropriate, he or she will speak to one of the AIC members and/or the Program Coordinators as soon as possible. For cases involving more than one student, confidentiality will be maintained for all personally identifying information and details.

Parents or guardians are allowed to know the details pertaining only to their own child. The counselors will follow the procedure of the Reporting Policy.

### **Primary Year Programme procedures and consequences**

Any incidents of academic misconduct in the PYP are viewed as learning opportunities for the students. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations using feedback to feed forward the model. Self-evaluation and teacher explanations of rubrics provide methods for reflection on a student's ability to do academically honest work, and goals will be set by the student or together with the student and teacher to improve skills and attitudes leading to academic integrity.

Malpractice is considered generally to be the result of a lack of knowledge and or research skills and is addressed accordingly. If a student willfully and deliberately continues malpractice, a meeting may be called between the teacher, parents, and student, and ultimately between the principal, PYP Coordinator and parents. Notes of continued malpractice may be recorded in the student's behaviour module on Toddle.

### **Middle Year Programme procedures and consequences**

Misconduct within coursework, classwork or homework is regarded as breach of academic integrity and therefore treated seriously. In addition to school sanctions, students need to be aware that misconduct within coursework or during examinations may result in the IB disqualifying students in one or all subjects.



If an assignment, whether classwork, homework, or coursework, is found to contain information lifted from an external source such as the internet, published texts, parents or tutors, and not referenced by the student, the following measures come into place:

### **In MYP 1, 2 and 3**

The student is individually approached by the class teacher to inquire if they received any external assistance in completing their assignment. If the response is affirmative and the explanation is satisfactory, a reminder about the definition of misconduct is provided, and the student is asked to redo the assignment.

In case the student denies external help, evidence is presented. They are then reminded of the definition of misconduct, instructed to redo the assignment, and the Programme Coordinator is notified. Any student who persists in misconduct after a warning is directed to the Head of School for further disciplinary action, which may include suspension. Parents, the Home Room Advisors, the relevant subject teacher, the MYPC, and the Head of School are informed, and the incident is documented.

### **In MYP 4, 5**

**A genuine error:** If a teacher suspect's misconduct in a student's work, they will privately discuss the matter with the student to determine if plagiarism or misconduct has occurred. In the case of a genuine error, the teacher will clarify the correct sourcing method with the student. A brief note will be sent to the Programme Coordinator, and if misconduct is confirmed, the teacher will caution the student about the serious consequences of any future offenses. Subsequently, the parents will be notified in writing, with copies sent to the Programme Coordinator, Academic Integrity Council, and Home Room Advisors. A record of the incident will be kept in the student's file, and Toddle will be updated accordingly.

**Repeat academic misconduct:** Any student with a prior warning for academic misconduct who repeats the offense, irrespective of the subject, will be reported to the Programme Coordinator and the Head of School. The teacher will provide a report and evidence of the misconduct. The Programme Coordinator will investigate, interview the student, and inform the principal of the findings. If misconduct is confirmed, the student will be referred to the Academic Director or Head of School for serious disciplinary action. There will be three Infraction levels (**First offense, Second offense, Third offense**) to deal with breach of academic integrity which has been included in the SOP.

### **In Diploma Programme**

**As for the DP programme,** teachers continue to be responsible for both guiding students in the formulation of academically honest practises and monitoring the work they submit to ensure IBDP compliance. To assist students and instructors in comprehending the significance of developing and assuring academic integrity in all aspects of the Diploma Programme, internal and external sanctions are in place to respond uniformly in the event of academic misconduct detail of the same is included in SOP.



## Please refer to the SOP for Procedures

[https://docs.google.com/document/d/1tc4tt\\_ps7GX4xsdSVWEvFncepHbvzCb\\_JnQAEEQj9LM/edit#heading=h.fybbxc1eg81q](https://docs.google.com/document/d/1tc4tt_ps7GX4xsdSVWEvFncepHbvzCb_JnQAEEQj9LM/edit#heading=h.fybbxc1eg81q)

### Diploma Programme sanctions

- Internal sanctions refer to coursework that has not yet been uploaded, as well as assignments and classwork that do not contribute towards the awarding of the final IB Diploma.
- External sanctions are those imposed by the IB and pertain specifically to all pieces of work, typically 'final version' (internal assessments, final exams, TOK assessment, CAS folders, the Extended Essay), that contribute towards the final IB Diploma.
- However, there is likely to be some overlap between the application of these sanctions, so they should not be viewed as acting independently.

### The Rights of the student if suspected of a breach of academic integrity,

1. The student should be made aware of the incident in question.
2. The student should be offered the opportunity to independently recall the incident in written form prior to discussion. They should be allowed to do this in a quiet, separate room.
3. The student should be offered the option of having a friend or teacher present. It may also be necessary to have a 'native speaker' present.
4. If the student is very distressed it may be helpful to delay the interview in everyone's interest. In that case the student must be given clear instructions about what they should do, and whether he/she may speak to others.
5. If the interview is taking a long time the student should be offered a break at frequent intervals.
6. Students and staff members should sign and date the final written statement.

### Academic Integrity in Online Learning

Methods recommended to maintain academic integrity in online classes:

- a. **Inform and educate:** By creating implicit and explicit opportunities, Teachers will ensure that students understand the importance of Academic Integrity and Copyrights and Fair use, while accessing a plethora of resources available in the digital space.
- b. **Prevent and protect:** At MRIS students to ensure to always give credit to the original if they decide to share something that isn't owned by them following all essential agreements while practicing Academic Integrity.
- c. **Practice and support.** Teachers will ensure that the standards for appropriate forms of collaboration, citations, and producing authentic work are practiced during teaching and learning in the online space. Create an online discussion forum to talk about integrity in the classroom and in the discipline of study. Teachers will be available for questions and will provide learners with resources for academic support and guidance.





## **Academic Integrity and AI**

AI tools do not threaten the underlying principles of what the IB values. Students are expected to research a topic, and with today's technology that likely means starting with an internet search. In assessment, the IB does not (generally) award marks for spelling, punctuation and grammar. When communication is assessed, we will need to think carefully what this means, but it is more than just having a well-written paragraph and requires considering the key messages for the audience. AI may provide a starting text, but the student will need to understand how and why to refine the text to improve its impact.

### **Students should be informed of the following rules:**

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Using software to improve language and grammar there are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is not permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable.
- The IB will always consider the use of software to support access and inclusion requirements for students. Please refer to the Access and inclusion policy for more details.

The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

## **Communication of the Academic Integrity Policy to the Manav Rachna International School community The Academic Integrity Policy should:**

- be addressed in an open parent meeting at least once per academic year.
  - be addressed with the full student body at least once per semester.
  - be addressed with the full academic staff at least once per semester.
  - made available in written form in a location(s) that students and parents can readily access
- It is the professional responsibility of all staff members to be fully aware of the content of this document, to accurately communicate the information to the school community, and to adhere to this document at all times.



## **Connection with other policies:**

The academic integrity policy interconnects with assessment and admission policies, ensuring fair evaluations and ethical standards in education. Plagiarism prevention and adherence to evaluation criteria support educational integrity. (Refer to detailed policies uploaded on Toddle)

## **Review Process**

The Academic Integrity Policy is a working document and is reviewed annually by the Pedagogical Leadership and Faculty. The next review will be conducted in July 2025.