

Academic Integrity Policy

Created on : May 21, 2024

School Mission, Vision, and Philosophy

Mission

The Choice School, anchored in Knowledge, Character, and Health (KCH), provides a safe, inclusive, holistic, happy learning environment in an evolving, diverse world by equipping the students with scientific temperament and social skills to become global citizens in collaboration with a competent, supportive community.

Vision

At The Choice School, we envision a passionate learning community that fosters a growth mindset for every student in a happy, caring and stimulating environment, providing them with equal opportunities to discover and develop aptitude and attitude for learning in an equitable environment that inspires and ignites curiosity, creativity and confidence to transform lives and the world.

Philosophy

At The Choice School, we firmly believe that academic integrity and personal character development are essential pillars of a student's education. All students enrolled in the IB Continuum programmes are expected to produce original work in every aspect of their studies. Proper credit must be accorded to the creators of resources when referencing them, emphasizing the school's commitment to honesty and integrity. This policy is a comprehensive guide, ensuring our academic environment remains free from falsehoods and unethical practices. It effectively communicates our sincere dedication to this principle.

Both students and educators are responsible for adhering to the codes of conduct and accepted

practices delineated in this document, ensuring the utmost respect, recognition, and appreciation for individual efforts and the work of others. Our Academic Integrity Policy has been crafted to cultivate an understanding of international and global institutions' ethical and professional standards, empowering individuals to contribute effectively towards a better and more peaceful world.

The importance of proper citation to acknowledge the originator of work is underscored throughout this policy. This document will delineate the roles and expectations of various stakeholders within the IB community at The Choice School. Furthermore, it elaborates on how the school will handle instances of student academic misconduct and cases of school maladministration, aiming to bolster confidence among students, parents, the school community, and other stakeholders in the value and credibility of IB grades.

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1. Introduction

The foundation of our community at The Choice School is the principle of integrity and honesty. Within our institution, we value and uphold unparalleled honesty and integrity in everything we do. Here, we strive to instill in our students a commitment to leading a life guided by principles of honesty and personal integrity. The guidelines and procedures outlined in this document draw inspiration from our school's mission and vision, as well as the qualities embodied in the International Baccalaureate (IB) learner profile.

Throughout the processes of teaching, learning, and assessment, the concept of academic integrity plays a vital role in fostering personal integrity and respect for both individuals and the integrity of their work. Upholding the standards of academic integrity also ensures that every student at The Choice School has an equitable chance to showcase the knowledge and skills they acquire during their educational journey. In all their studies at The Choice School, students are expected to exhibit academic integrity and refrain from engaging in any type of academic misconduct.

To foster a learning environment that promotes fairness, transparency, and responsibility, this Academic Integrity Policy outlines the expectations and consequences related to academic dishonesty within the IB Continuum programme.

2. Academic Integrity

2.1 Definition and Importance

Academic integrity involves the principles of personal integrity and respect for others' work. At The Choice School, we emphasize the importance of producing original work and properly crediting sources to maintain an ethical academic environment.

2.2 Examples of Academic Misconduct

Academic misconduct encompasses various forms of dishonest behavior, including:

- **Plagiarism:** Presenting someone else's work or ideas as one's own without proper acknowledgment.
- **Collusion**: Assisting another student in academic misconduct.
- **Duplication of work:** Submitting the same work for different assessments.
- **Paraphrasing without citation:** Rewriting someone else's work without proper acknowledgment.
- **Fabrication of data:** Creating false data for experiments or projects.
- **Examination misconduct:** Violating examination conduct guidelines set by the IBO.

3. Roles and Responsibilities

3.1 Role of Students

- Attend all workshops on referencing and academic integrity.
- Submit original work and properly cite all sources.
- Meet internal deadlines for revisions and proper citations.
- Utilize the school's anti-plagiarism software for submissions.
- Ensure punctual submission of e-assessments and assignments.
- Delayed submissions may impact task-specific rubrics and their overall assessment outcomes.

3.2 Role of Teachers

- Be familiar with IBO regulations and guidelines.
- Discuss plagiarism and proper research methods with students.
- Set clear assignment requirements and provide citation guidance.
- Monitor for shifts in writing style indicating possible misconduct.
- Review and verify the authenticity of student work before submission.

- Monitor and guide timely submissions by providing reminders and addressing delays to support students in upholding academic integrity.

3.3 Role of Librarian

- Offer information literacy and research support to learners, helping them find, assess, and utilize a range of resources while upholding academic integrity standards ensuring accurate citation, referencing, and ethical research practices.
- Provide instruction and training to learners in developing ATL skills, including research and media literacy, to foster inquiry-based learning.
- Assist educators by providing the required physical and digital resources for unit planning, collaborative curriculum development, and MYP/DP projects.
- Conduct orientation sessions on policy awareness for all stakeholders.

3.4 Role of IB Coordinator

- Educate staff and students about malpractice and prevention methods.
- Cooperate with IBO to identify and investigate malpractice.

3.5 Role of Parents

- Discuss the importance of academic integrity with their children.
- Cooperate with the school in addressing instances of malpractice.

4. Academic Misconduct Protocol

At The Choice School, we foster a culture of ethical academic conduct, instruct students on proper citation and referencing methods, and offer continuous assistance to staff and students to proactively deter academic misconduct. Consequences resulting from academic dishonesty or malpractice will be transparently communicated. Before examination sessions, we will conduct discussions with students and their families regarding examination conduct and regulations, and our examination invigilators will undergo comprehensive training regarding the same. Our teachers have the authority to apply sanctions for incidents of academic misconduct, irrespective

of the context, whether it is in-class, at-home, or project-based work, including internal assessments or evaluations that do not pertain to official IB examination submissions. Instances of academic misconduct will be addressed in a manner that guarantees fairness, uniformity, procedural justice, prompt resolution, and opportunities for educational growth. Each case will be evaluated individually, and potential penalties may include assignment or assessment failure, semester or year failure, and the possibility of internal suspension. In extreme circumstances, a student may face suspension or expulsion from the school.

As a general guideline, students are subjected to the following sanctions for academic misconduct:

a. **First Infraction**: If a student is discovered to have engaged in academic dishonesty for the first time, potential consequences may encompass, among other actions:

i. Informing a parent or guardian.

ii. Engaging in a discussion with the student to underscore the significance of academic integrity and the repercussions of dishonesty.

iii. Mandating the student to resubmit the assignment or complete an alternative task without any additional scoring benefits.

b. **Second Infraction**: If a student is discovered to have committed another instance of academic dishonesty, potential consequences may encompass, but are not confined to:

i. Notifying a parent or guardian.

ii. Convening a meeting involving the student, parents, and pertinent school personnel to discuss the recurrence of the offence.

iii. Issuing a formal warning or implementing disciplinary measures contingent upon the seriousness of the misconduct.

iv. Potential forfeiture of credits for the assessment or assignment.

v. Mandatory participation in an educational programme addressing academic integrity.

c. **Multiple Infractions**: In instances where a student persistently participates in academic dishonesty, potential consequences may involve, though are not restricted to:

i. Notifying a parent or guardian.

ii. Convening a meeting involving the student, parents, and pertinent school personnel to address the recurrent misconduct.

iii. Disciplinary measures may encompass suspension or expulsion from the IB programme.

5. Use of Artificial Intelligence (AI) in Academic Work

Artificial Intelligence (AI) tools have become increasingly prevalent and can provide learners with creative, technical, and analytical support. While these tools offer tremendous potential to enhance learning, their ethical use must be aligned with the core principles of academic integrity as prescribed by the International Baccalaureate (IB). This policy outlines guidelines for the appropriate and responsible use of AI tools in academic work to uphold the values of honesty, originality, and respect for intellectual property.

5.1 Ethical Use of AI Tools

a. **What are AI Tools?**

AI tools refer to software or platforms that generate content such as text, images, graphs, code, or other products in response to user prompts. Examples include but are not limited to ChatGPT, DALL·E, Grammarly, and similar platforms.

b. Teachers' Responsibilities in the Ethical and Appropriate Use of Artificial Intelligence (AI)

Teachers play a critical role in fostering academic integrity and guiding students in the responsible use of artificial intelligence (AI) tools. In line with IB expectations, teachers shall:

- **Educate students about ethical AI use**
    - Explicitly teach students how AI tools can be used responsibly to support learning, research, brainstorming, planning, and revision.
    - Discuss the limitations, biases, inaccuracies, and ethical implications of AI-generated content.
- **Promote transparency and academic integrity**
    - Ensure students understand that AI-generated content is not their own intellectual work and must be appropriately acknowledged.
    - Teach students how to correctly cite and reference AI-generated text, images, graphs, and other outputs according to the school's approved referencing style.
- **Design authentic learning experiences**

    - Create assessment tasks that emphasize critical thinking, inquiry, reflection, analysis, creativity, and personal engagement.

    - Encourage students to demonstrate their understanding through discussions, conferences, presentations, drafts, reflections, and process documentation.

- **Monitor the development of student work**

    - Review evidence of the student's learning process, including planning notes, drafts, reflections, research records, and teacher-student conferences.

    - Observe the progression of work over time to ensure authenticity.

- **Verify authenticity of submitted work**

    - Confirm that submitted work reflects the student's abilities and is consistent with previously demonstrated performance.

    - Engage students in conversations about their work when questions arise regarding authorship or the extent of AI assistance used.

- **Model responsible AI use**

    - Demonstrate ethical and professional use of AI tools in teaching and learning.

    - Ensure AI is used to enhance learning rather than replace student thinking and agency.

- **Report and document concerns**

    - Follow the school's academic integrity procedures when concerns regarding inappropriate AI use arise.

    - Maintain records of evidence, discussions, and interventions related to potential AI misuse.

- **Support students in developing AI literacy**

    - Help students understand when AI tools may be useful and when independent thinking, original analysis, and personal reflection are required.

    - Encourage students to critically evaluate AI-generated information for accuracy, reliability, bias, and relevance.

c. Students' Rights and Responsibilities in the Use of AI

Students have the right to:

- Learn about AI technologies and their appropriate educational applications.

- Use approved AI tools to support learning, research, idea generation, organization, and revision when permitted by teachers.

- Receive clear guidance regarding when AI use is allowed, restricted, or prohibited in specific learning activities and assessments.

- Be treated fairly and have the opportunity to explain their work if concerns regarding authenticity arise.

- Receive instruction on how to acknowledge and reference AI-generated content appropriately.

Students are expected to:

- Uphold the principles of honesty, trust, fairness, respect, responsibility, and courage in all academic work.

- Use AI tools ethically and only in ways permitted by the teacher and assessment requirements.

- Clearly acknowledge and reference any AI-generated content, including text, images, data, code, graphs, or other outputs.

- Document prompts and AI interactions when required by the teacher or assessment guidelines.

- Verify the accuracy, reliability, and potential bias of AI-generated information before using it.

- Ensure that all submitted work reflects their own understanding, thinking, analysis, and learning.

- Be able to explain, discuss, and defend all aspects of submitted work, including content developed with AI assistance.

- Refrain from submitting AI-generated content as their own work without proper acknowledgment.

- Refrain from using AI tools during assessments where their use is prohibited.

- Understand that inappropriate or undisclosed use of AI may constitute academic misconduct and may result in disciplinary action.

    - ❖ **Acceptable uses of AI may include:**

        - Brainstorming ideas
        - Generating research questions
        - Identifying possible sources for further investigation
        - Receiving feedback on organization and structure
        - Checking spelling and grammar (where permitted)
        - Supporting revision and reflection

    - ❖ **Unacceptable uses of AI include:**

        - Submitting AI-generated work as one's own
        - Using AI to complete assessments when not authorized
        - Fabricating data, citations, references, or sources
        - Using AI to avoid demonstrating personal understanding and learning
        - Translating work in a manner that violates IB language acquisition requirements

d. Escalation Process for AI-Related Academic Integrity Violations

The school recognizes that AI misuse may range from minor misunderstandings to serious academic misconduct. The purpose of this process is educational as well as disciplinary.

- ❖ **Level 1: Educational Concern (First Minor Offence)**

Examples:

- Missing AI citation or incomplete acknowledgment.
- Unintentional misuse due to lack of understanding.

Actions:

- The teacher discusses concerns with the student.
- Students receive guidance on correct AI use and referencing.
- Work may be revised and resubmitted.
- Incident recorded internally by the teacher.

❖ **Level 2: Academic Integrity Warning**

Examples:

- Significant AI-generated content included without acknowledgment.
- Repeated Level 1 concerns.
- Failure to follow teacher instructions regarding AI use.

Actions:

- The teacher documents evidence and informs the IB Coordinators.
- Formal meeting with students.
- Parents/guardians notified.
- Students are required to redo or rewrite the work under supervision.
- Incident recorded in the school's academic integrity records.

❖ **Level 3: Academic Misconduct**

Examples:

- Submission of substantial AI-generated work as original work.
- Deliberate concealment of AI use.
- Fabrication of references, sources, data, or evidence through AI.
- Repeated violations despite previous interventions.

Actions:

- Formal investigation conducted by the Academic Integrity Committee.
- Students and parents/guardians invited to a meeting.
- Work may receive no credit or be withdrawn from assessment.
- Behavioural and academic consequences applied according to school policy.
- Documentation maintained in student records.

❖ **Level 4: Serious Academic Misconduct (IB Assessment Context)**

Examples:

- Submission of AI-generated coursework to the IB without proper acknowledgment.
- Deliberate misrepresentation of authorship in externally assessed work.
- Any action that breaches IB academic integrity regulations.

Actions:

- Case referred to the Head of School and IB Programme Coordinator.
- Work will not be authenticated for IB submission if authenticity cannot be confirmed.
- The school follows IB regulations and reporting requirements.
- Consequences may include withdrawal of work from assessment, non-submission of coursework, or sanctions determined by the IB.

e. Student Support and Due Process

Throughout all stages:

- Students will have an opportunity to explain their work and provide evidence of their learning process.
- Decisions will be based on available evidence, professional judgment, and IB guidelines.
- Educational intervention and skill development will remain central to the school's response.
- Records of all investigations and outcomes will be maintained confidentially.

The use of AI tools in academics must align with the principles of academic integrity. Permitted uses include generating ideas for brainstorming, refining grammar, and language, visualizing concepts with credited AI-generated images, and exploring alternative explanations to deepen understanding. However, submitting AI-generated content as original work, using AI to bypass the learning process (e.g., generating entire essays or projects), or modifying AI-generated work without acknowledgement is strictly prohibited. Learners must use AI ethically, ensuring all AI contributions are transparently credited in their work.

6. Ensuring Academic Integrity

6.1 Authentic Ownership and Intellectual Property Rights

Intellectual Property Rights (IPRs) directly connect to the Academic Integrity Policy by fostering a culture of integrity, respect for others' work, and ethical scholarship. The policy emphasizes that students must appropriately acknowledge the original ideas, creative works, and intellectual efforts of others, aligning with IPR principles.

Students are encouraged to use authentic and credible resources, assessed using tools like

the C.R.A.A.P. test, ensuring their work adheres to academic standards. Librarians support this process by guiding students to use and cite reliable sources correctly, promoting responsible research practices. By understanding IPRs, students learn the importance of giving proper credit to authors of music, art, literature, or other intellectual creations, which upholds the values of academic integrity and intellectual respect.

6.2 Legitimate Collaboration

Legitimate collaboration refers to the ethical and purposeful engagement of students in group activities or tasks that enhance their learning experience, while maintaining the integrity of individual contributions.

Practices encouraged under the IB Academic Integrity Policy:

- **Group Work:**
    - Completing tasks assigned as group work, where every member contributes to the outcome and understands the final product.
    - Discussions, brainstorming, and sharing ideas while respecting individual contributions.
- **Peer Support:**
    - Helping classmates understand concepts or improve their skills, as long as the work submitted remains each individual's own.
- **Acknowledgment of Contributions:**
    - Properly citing any shared ideas, resources, or references, ensuring credit is given to collaborators.
- **Teacher-Authorized Collaboration:**
    - Projects, lab experiments, or other tasks where the teacher has

explicitly outlined expectations for collaboration.

- **Interdisciplinary Work:**
    - Collaborating across subjects (e.g., interdisciplinary units) to integrate knowledge, provided individual roles and contributions are clearly defined.

6.3 Unaccepted Collusion

Unaccepted collusion refers to any unauthorized collaboration between students that undermines the principles of academic integrity. It occurs when a student contributes to or enables another student to gain an unfair advantage by sharing, copying, or presenting work that is not solely their own, without appropriate acknowledgment.

These are practices considered unethical and in violation of the Academic Honest Policy:

- **Copying Work:**
    - Allowing others to copy your work or copying from others, whether during assessments, projects, or assignments.
- **Sharing Unauthorized Materials:**
    - Distributing answers, solutions, or completed work without teacher approval.
- **Submitting Collective Work as Individual Effort:**
    - Presenting group work as individual work when collaboration isn’t authorized or clear attribution isn’t provided.
- **Plagiarism in Group Work:**
    - Copying content from another group or external sources without

acknowledgement.

- **Unauthorized Aid:**
  - Using or providing unauthorized help during exams, such as sharing answers or using forbidden materials.

6.4 Strategies and Tools

- Conduct workshops and discussions on academic integrity.
- Implement anti-plagiarism software ‘Turnitin’ for substantial assignments.
- Monitor and review student work for authenticity.

7. Reporting Academic Misconduct

Teachers and staff members must promptly report any suspected or verified occurrences of academic dishonesty to the relevant school authorities. Reporting should be conducted with care, confidentiality, and consideration for the accused student's due process rights.

8. Policy Review

The Academic Integrity Policy will undergo regular evaluations to verify its efficacy. The review panel will comprise the school head, the IB Coordinators, the IB librarian, and IB core teachers. The following policy review will be conducted in the next academic year. Copies of this policy will be distributed to students, parents, and staff, and they must acknowledge their comprehension and acceptance of its provisions. By nurturing an environment grounded in academic integrity, the school endeavors to cultivate conscientious, responsible students equipped to tackle future academic endeavors and ethical challenges.

9. Acknowledgement and Acceptance

All students, parents, and staff members must acknowledge their comprehension and acceptance of the provisions outlined in this Academic Integrity Policy. This acknowledgment ensures a shared commitment to upholding the highest standards of academic integrity within the IB at The Choice School.

10. Reference:

“Academic integrity policy *”. International Baccalaureate Organization,* 2019.

Updated "Academic Integrity Policy- Guidance on the use of artificial intelligence tools” , IBO, 2023.

Last reviewed on:

October 29, 2025

April 18, 2026

Updated on: 29th, June, 2026 by SLT and PLT including teachers from all the programmes department.

Next review on:

April 18, 2027