SKILL STORK
INTERNATIONAL SCHOOL

ACADEMIC HONESTY & INTEGRITY POLICY

2023- 2024

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School Mission Statement

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together challenging themselves with rigorous academics and assessments, to create and sustain a world that is caring, open- minded, balanced and peace-loving by thinking globally and acting locally.

Philosophy:

Skill Stork International School encourages students to think critically and creatively; whilst doing so students are encouraged to shape their ideas through discussions and presentations via visual and oral presentations and numerous forms of writing. Nevertheless, we live in the "Internet era" where the World Wide Web is flooded with countless information and outlook. So, academic honesty helps us to support our students to navigate through these times so that they are able to express themselves orally and in writing about their learning, make their thinking visible and explicit, and segregate between facts and opinions. It plays a major role, it aids in making knowledge, understanding and thinking transparent It is imperative that transparency is maintained by teaching and supporting a child throughout their education. In order to completely understand the technical aspects of academic honesty such as accurately citing and referencing, students must understand how knowledge is assembled and furthermore, the role they play building the knowledge and understanding further. The technical skills play a major role but understanding the concepts and values of the knowledge behind them comes first. This guide will support schools, teachers and parents in providing such a learning environment and in helping students of all ages be academically honest in all their studies.

Academic misconduct:

"Academic misconduct, broadly speaking, is any action which gains, attempts to gain, or assists others in gaining or attempting to gain unfair academic advantage. It includes plagiarism, collusion, contract cheating, and fabrication of data as well as the possession of unauthorized materials during an examination."

Introduction

In a world inundated with information and diverse viewpoints, it is imperative to equip our students with the skills and knowledge necessary to engage confidently and ethically with this wealth of data. Academic integrity stands as a cornerstone of education, emphasizing the importance of transparency in how knowledge is acquired, ideas are formed, and understanding is constructed. At Skill Stork International School, our Academic Integrity Policy aims to guide students in understanding how knowledge is built and their role in this process. While technical skills such as accurate citation and referencing are fundamental, a deeper comprehension of the concepts and values that underlie these practices takes precedence.

Objectives

Understanding Academic Integrity: Ensure that all students comprehend the meaning and significance of academic integrity.

Respecting Others' Work: Instill a deep respect for the intellectual property and creative expressions of others.

Integrity in Assessment: Develop an atmosphere of respect for the integrity of all forms of assessment.

Guidelines for Academic Work: Provide students with clear guidelines on study skills, academic writing, and research methods.

Acknowledging Sources: Teach students how to conduct research and properly acknowledge primary and secondary sources.

Defining Malpractice: Help students recognize what constitutes academic malpractice.

Consequences of Malpractice: Make students aware of the consequences of academic misconduct.

Promoting Academic Culture: Foster a school culture that actively encourages academic integrity, supported by involving parents through conferences and policy sessions.

ACADEMIC DISHONESTY AND MISCONDUCT

Any form of dishonest behaviour related to academics through speech, action or provocation will be considered academic dishonesty and will be considered a breach of conduct and an offence.

Malpractice includes:

Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own; collusion which is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another; duplication which is the presentation of the same work for different assessment components and / or diploma requirements and any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

Cheating which includes copying from another student's work or allowing another student to copy from one's own work, consulting any student during an examination and the use of unauthorized aids, changing the assigned seating allotment in the examination room without the permission of the invigilator, coordinator / exam committee members, possession of written materials like written or photocopies of notes or any printed materials, or notes written on any part of the body or clothing, possession of mathematical instruments with notes written on them and writing notes on chairs, tables and desks.

Unruly behaviour that includes disobedience, talking in the examination hall, intentional or unintentional failure to return the answer script after the examination; looking into another student's answer script, borrowing or lending material in the examination room without consent, writing before the start of examination or after the call for stop of the examination and leaving the examination room before the stipulated time.

Misuse of electronic resources like hacking into accounts, accessing forbidden sites, digital cheating with the aid of Graphic Display Calculators (GDC), laptops, cellular phones and other electronic devices to store examination questions, data, programs or applications in calculators that may assist in the examination.

Inappropriate use of library resources, causing disturbance in the library, vandalism, misuse of library cards, computers, networks and electronic resources, using mobile phones and removing or destroying library material.

Misuse of language and computer laboratories includes destruction of materials, disrespectful and disruptive behaviour, vandalism and removing materials.

Roles of Key Stakeholders

Role of Students:

Compliance: Students are expected to understand and adhere to the school's academic integrity policies, which typically include avoiding plagiarism, cheating, and submitting their own work.

Responsibility: They must take responsibility for their own academic work, ensuring it reflects their knowledge and abilities.

Reporting: If they witness instances of academic dishonesty, they should report it to teachers or school authorities.

Role of Teachers:

Education: Teachers have a responsibility to educate students about academic honesty, including what constitutes plagiarism, cheating, and the consequences of dishonesty.

Prevention: They should create an environment that minimizes opportunities for cheating, such as through well-designed assessments and in-class supervision.

Detection: Teachers are responsible for detecting instances of academic dishonesty, investigating suspected cases, and implementing appropriate consequences.

Role of Librarian:

The librarian collaborates with program coordinators and students to develop research skills and provide various learning resources. They also assist teachers and students in adhering to the Academic Integrity Policy, particularly regarding citation (MLA 7) and display MLA 7 posters in the library.

Role of Program Coordinators:

Program coordinators act as role models for honest, ethical, and responsible behavior. They plan academic integrity sessions for staff and students, stay updated with new IB publications on academic integrity, ensure teachers adhere to the same standards as students, review and maintain the school's Academic Integrity Policy, and empower the academic team to detect malpractice. They also ensure secure storage of confidential IB materials and report suspected instances of academic misconduct to the school administration and IB where applicable.

Role of Administration:

Policy Development: School administrators should develop and enforce clear academic integrity policies that outline expectations, consequences for violations, and procedures for handling cases.

Training: They should provide training and resources for teachers and students on academic honesty.

Support: Administrators play a role in supporting teachers in maintaining a culture of integrity and addressing instances of dishonesty.

Role of Parents:

Support: Parents should support their children in understanding the importance of academic honesty and encourage them to do their best without resorting to dishonest practices.

Communication: They can communicate with teachers and the school to stay informed about their child's academic progress and any concerns related to integrity.

Ensuring Honest Work

To ensure academic honesty and integrity, the school has implemented a comprehensive set of guidelines and practices:

1. **Promoting Honesty and Integrity:** The school emphasizes the core principles of truth, trust, and triumph as the foundation of its academic community. It consistently communicates these values to all members of the school community, reinforcing the importance of honesty and fairness.

2. **Counseling for Values:** Regular counseling sessions are integrated into academic programs, where students are encouraged to embrace values such as honesty, integrity, respect, responsibility, and fairness. The involvement of the entire school community is crucial in instilling these values.

3. **Independent Thinking and Expression:** Assignments and assessments are designed to challenge students' independent thinking skills and individual abilities in expression and presentation.

4. **Resource Responsibility:** The school emphasizes that library, computer, science, and language laboratory resources are strictly for academic purposes. Everyone in the school community is expected to take responsibility for the maintenance of these resources.

5. **Responsible Internet and Wi-Fi Usage:** Strict rules are enforced for responsible use of internet resources and Wi-Fi facilities. Staff members guide students in exercising restraint and discretion. Technologies like firewall (SEQRITE) and monitoring/filtering software are used to prevent malpractice.

6. **Plagiarism Detection:** The school employs plagiarism detection software (TURNITIN) to hold students accountable and encourage a sense of responsibility for producing original work. The software's reports are used to measure the authenticity of students' work.

7. **MLA Style Documentation:** The Modern Language Association (MLA) style of documentation is adopted to record scholarly borrowings. Educational sessions on honest academic work, research paper writing techniques, source citing, and responsible use of academic resources are organized, particularly for students in IBDP & IGCSE programs.

8. **Original Test Materials:** Policies ensure that question papers for school examinations are original creations by teachers. The sources of passages and extracts are properly acknowledged.

9. **Access Restrictions:** Rules prevent students from entering teachers' work areas and using academic resources reserved for teachers, including examination materials.

10. **Examination Integrity:** Strict guidelines are in place for examination invigilation, and they are communicated to all before each examination. There is an adequate number of invigilators to maintain integrity (1 per every 20 students).

11. **Calculator Security:** Students may be required to provide information and programs stored on their calculators after an examination. Teachers and exam committee members handle the collection, resetting, and distribution of Graphic Display Calculators (GDCs) to ensure fairness.

12. **ICT Policy:** Policies are established for the usage of laptops, Graphic Display Calculators, and Smart Boards during class hours, free periods, and examination sessions.

13. **Self-Declaration:** Candidates sign a declaration stating that all work submitted for assessment will be their own authentic work.

14. **Lab Code of Conduct:** Specific rules and codes of conduct are enforced in Science, Computer, and Language Laboratories, with guidelines prominently displayed in these venues.

These measures collectively create a culture of academic honesty and integrity within the school, ensuring that all students are provided with a fair and ethical educational environment.

Academic Integrity Practices for School Staff

1. **Utilize Freely Available and Legally Accessible Online Resources**:

School staff should actively seek out and utilize freely available educational resources that are accessible under licenses like Creative Commons. These resources often provide open access to materials that can be legally be used for educational purposes.

2. **Avoid Using Resources Unavailable for Legal Purchase**:

School staff should refrain from using materials that are unavailable for legal purchase, such as copyrighted movies or content from unauthorized sources. Respect for intellectual property rights is paramount.

3. **Prohibit Downloading from Peer-to-Peer Sharing Networks or Piracy Sites**:

School staff should strictly prohibit downloading content from peer-to-peer sharing networks or piracy websites, as these activities are illegal and undermine academic integrity.

4. **Access Content from Legitimate Sources**:

When using digital content, staff should source materials from legitimate platforms like follet, jstor, google scholars, nature, arXiV etc and other reputable sources, ensuring compliance with licensing and copyright regulations.

5. **Facilitate Scanning for In-School Use**:

Staff may engage in scanning printed materials for in-school use, but they should refrain from sharing scanned copies with parents or students, as this could infringe upon copyright laws.

6. **Photocopy Limited Pages for Educational Purposes (Fair Use Policy)**:

When photocopying from books, staff should adhere to the principles of "Fair Use" and limit the number of pages copied for educational purposes. Fair Use guidelines typically permit the use of copyrighted materials for specific educational uses.

7. **Ethical Use of Media and Ownership**:

School staff must uphold ethical standards when using media. All work created for the school, including lesson plans and educational materials, should remain the property of the school, respecting intellectual property rights.

8. **Provide Appropriate Credit to Original Creators**:

When educational materials are created by a staff member, it's important to ensure proper credit. For a duration of one academic year, credit should be attributed to the original creator before allowing other staff members or educators to use it.

9. **Emphasize Collaboration and Acknowledge Contributors**:

School staff should promote collaboration within and outside the school community. When multiple contributors are involved in creating educational materials, each contributor should be acknowledged for their contributions.

10. Properly Cite Sources:

When using information from online or print media, staff should diligently cite their sources, adhering to recognized citation styles (e.g., APA, MLA). They should also check the usage rights of websites or sources before incorporating content into their educational materials.

11. Seek Permission for Special Content:

When using content that is not freely available or outside the scope of fair use, such as drama or movie scripts, staff should seek permission from authors or publishers to ensure compliance with copyright laws.

12. Include Image Citations Directly in Presentations or Documents:

When using images in presentations or documents, staff should include citations for these images directly in the materials. Proper image citations not only demonstrate respect for creators but also serve as an educational example for students.

Promoting Academic Honesty and Integrity

Student Responsibilities and Guidance:	• Students are expected to complete their work independently. • Proper attribution must be given when using someone else's ideas or quotes. • Adherence to academic rules is essential both before, during, and after examinations.
Teacher Roles and Duties:	• Teachers should educate students on the rules and methods of acknowledging sources. • Provide real-life examples of academic dishonesty and the consequences faced by those involved. • Take decisive action in response to any breach of the academic honesty policy.
School Leadership and Coordinator Responsibilities:	• Ensure that teachers receive professional development to effectively guide students in matters of academic honesty. • Create a safe and supportive environment where students can comfortably follow the academic honesty policy. • Ensure that parents are well-informed about the academic honesty policy and its implications.
Parental Involvement and Accountability:	• Parents play a pivotal role in their child's education by actively questioning them about their assignments and the sources they use.
Measures for Education and Support:	• Staff members should establish an atmosphere where students feel safe and comfortable admitting the truth, with no fear of resentment.
Student Rights in Case of Suspected Breach:	• If a breach of policy is suspected, students have the right to speak in their defence, provide justifications for their actions. • Questioning should occur in a neutral, unbiased background with individuals who maintain objectivity.
Policy Review and Flexibility:	• The school's leadership team should keep abreast of changes in the curriculum and syllabus documents. • The academic honesty policy document should remain adaptable and flexible, allowing for adjustments in response to curriculum changes.

Academic Integrity in Primary School

Framework for Identifying Aspects of Academic Integrity In Skill Stork International School's primary years, the concept of academic integrity is at the heart of its educational approach. The school emphasizes a comprehensive framework that encompasses various aspects of academic integrity. This framework is closely tied to Approaches to Learning (ATL) skills, which include Thinking Skills, Social Skills, Self-Management Skills, Research Skills, and Communication Skills. These skills are not only essential for academic success but also for personal growth and development.

Training for Teachers and Students

- *For Teachers:*
    - New teachers receive specialized training sessions that underline the paramount importance of proofreading and citation in maintaining academic integrity. These sessions are a fundamental part of their own boarding process.

    - Existing teachers, during summer training days or selected Saturdays, engage in further professional development that reinforces the principles of academic integrity. This training ensures that the entire teaching staff is not only well-versed in academic integrity but also aligned with the school's values and guidelines.

- *For Students:*
    - In the primary years, homeroom teachers play a vital role in nurturing a culture of academic integrity. They conduct dedicated sessions on citation based on a provided framework. These sessions equip students with the necessary skills to understand and practice proper citation.

    - To further support students in their academic endeavors, citation samples are made readily available for reference. This practical resource empowers students to apply what they've learned effectively.

Responsibilities

- *For Teachers:*
    - Teachers in the primary years have several key responsibilities related to academic integrity.
    - They must ensure that students thoroughly understand the school's academic integrity expectations and guidelines. This entails clear communication and guidance.
    - Teachers are also responsible for educating students on what constitutes academic misconduct and the potential consequences of such behaviour.

- Providing timely feedback to students is essential. This feedback not only helps students improve but also ensures that they adhere to academic integrity guidelines.
- Proper referencing of student work is a foundational duty for teachers. It instils in students the importance of acknowledging sources and maintaining the highest standards of ethical scholarship.

- *For Students:*
  - Students are expected to take an active role in upholding academic integrity during their primary years.
  - They should start by familiarizing themselves with the school's Academic Integrity Policy. This policy sets clear expectations for students and is in alignment with the broader academic community's standards.
  - Students must complete assignments, projects, and assessments honestly and to the best of their abilities. They should be diligent about citing sources when necessary to give credit where it's due.

- Responsible internet use is particularly crucial when conducting research. Students need to exercise caution and integrity in their online activities, always respecting the principles of honest scholarship.
  For Parents:
  - Parents play a crucial role in supporting the school's mission of promoting academic integrity.
  - First and foremost, parents must understand the academic integrity expectations and guidelines set by the school. This understanding enables them to provide effective support to their children.
  - Supporting the school's policies and procedures is essential. Parents should actively engage with the school's approach to safeguarding the authenticity of their children's work.
  - Parents can also take an active role in encouraging and guiding their children to add bibliographies to their assignments. This guidance helps instill the importance of proper citation and academic honesty from an early age.

Consequences for Breach of Academic Integrity
- In the event of academic misconduct, Skill Stork International School follows a progressive system of consequences that are designed to educate and correct behavior while maintaining a sense of fairness.
- These consequences are not meant to be punitive in nature but rather serve as opportunities for learning and growth. They may include written warnings, discussions with parents, temporary suspension, or, in severe and repeated cases, expulsion.

- The severity of the action taken is determined based on the specific circumstances of the breach and the student's prior record. This approach emphasizes the importance of personal responsibility and the value of academic integrity, ultimately encouraging students to understand the significance of honesty and integrity in their academic journey.

Academic Integrity in the Middle School

Framework for Identifying Aspects of Academic Integrity

- At Skill Stork International School, the concept of academic integrity is firmly embedded in the Middle Years educational framework. This framework aligns with the school's commitment to nurturing well-rounded students who not only excel academically but also develop crucial life skills.

- The framework is closely tied to Approaches to Learning (ATL) skills, encompassing Thinking Skills, Social Skills, Self-Management Skills, Research Skills, and Communication Skills. These skills are not only vital for academic success but also for personal development, equipping students with the tools they need for their academic journey and beyond.

Training for Teachers and Students

- *For Teachers:*
  - Skill Stork International School leaves no stone unturned when it comes to ensuring that teachers are well-prepared to instill academic integrity in students.
  - New teachers undergo dedicated training sessions that encompass citation practices, emphasizing the importance of proper referencing in maintaining academic integrity.
  - Existing teachers continue to reinforce the principles of academic integrity. This reinforcement takes place during summer training days or on selected Saturdays, ensuring that the entire teaching staff is not only well-versed in academic integrity but also fully aligned with the school's values and guidelines.
  - The involvement of the school librarian and content editor is noteworthy. They provide essential guidance on effective posts, with a focus on proofreading and citation practices. This collaboration between educators and specialists underscores the school's holistic approach to academic   integrity.

- *For Students:*
  - Skill Stork International School takes a multifaceted approach to equip students with the knowledge and skills necessary for academic integrity.
  - A layered curriculum is provided across all grades, ensuring that students are gradually exposed to the principles and practices of academic integrity.

- Subject teachers play an essential role in integrating academic integrity principles within their respective subjects, ensuring that these values are not isolated but seamlessly woven into the fabric of the curriculum.
- Citation samples and comprehensive guidelines are made readily available for reference, empowering students to apply what they've learned effectively. These resources are invaluable in helping students understand the practical aspects of proper citation and referencing.

Responsibilities

- *For Teachers:*
  - Teachers in the Middle Years have a range of crucial responsibilities regarding academic integrity.
  - They must ensure that students understand academic integrity expectations and guidelines that are tailored to the specific subjects they teach.
  - Educating students on what constitutes academic misconduct and its potential consequences is a fundamental duty that aims to create awareness and understanding.
  - Planning manageable workloads for students is essential to prevent academic stress, which can sometimes lead to misconduct.
  - Proper labeling and storage of student work not only promotes organization but also helps in maintaining transparency and integrity.
  - Cross-referencing work during preparation to prevent collusion is a proactive approach that emphasizes prevention.
  - Reporting and responding to academic misconduct are vital steps that teachers should take, ensuring that breaches are addressed promptly and fairly.

- *For Students:*
  - Students in the Middle Years program are expected to take an active role in upholding academic integrity. These are the key responsibilities they should embrace:
  - Familiarize themselves with the school's Academic Integrity Policy and the policies set by the International Baccalaureate (IB), aligning themselves with the broader academic community.
  - Understand and apply academic integrity principles in all subjects. This underscores the holistic nature of academic integrity and its relevance across disciplines.
  - Properly cite sources in written and oral materials and artistic products. This practice is essential in academic work, promoting responsible scholarship.
  - Abstain from giving or obtaining non-permitted assistance. Encouraging independent thinking and work is a fundamental aspect of academic integrity.

- Exercise responsible internet and social media use. This responsibility extends to the digital realm, ensuring that students use online resources with integrity and respect for others.

Consequences for Breach of Academic Integrity in MYP

- Skill Stork International School maintains a balanced approach to addressing breaches of academic integrity in the Middle Years program.
- Consequences for academic misconduct are progressive, reflecting the school's commitment to education and growth over punishment. These consequences may include:
    - Written warnings: A starting point that serves as a notice to students.
    - Discussions with parents: Involving parents in the conversation, fostering collaboration and understanding.
    - Suspension: A temporary measure to address more serious breaches.
    - Expulsion: Reserved for severe and repeated cases of misconduct.
- The severity of action taken is determined based on the specific circumstances of the breach and the student's prior record. This approach encourages students to understand the importance of academic integrity and take personal responsibility for their actions.

Common forms of academic dishonesty and their associated potential penalties:

Type of Academic Dishonesty	Penalty
Plagiarism	Written warning for the first offense. Subsequent offenses may lead to a discussion with parents and additional consequences, depending on the severity of the breach.
Cheating on Exams or Assignments	Written warning for the first offense. Repeated offenses may lead to a discussion with parents and possible suspension from examinations or assignments.
Collusion (Working Together Without Permission)	Written warning for the first offense. Further breaches result in discussions with parents and potential restrictions on group work.
Submission of Work Not Their Own	Written warning for the first offense. Subsequent offenses may lead to discussions with parents and a requirement to redo the assignment.
Falsifying Data or Information	Written warning for the first offense. Repeat offenses may lead to discussions with parents and potential suspension from related assessments.
Unauthorized Assistance or Receiving Help During Assessments	Written warning for the first offense. Repeated offenses may result in discussions with parents, suspension from assessments, or further academic consequences.
Forgery or Alteration of Documents	Written warning for the first offense. Subsequent offenses may lead to discussions with parents and potential suspension.
Using Unauthorized Resources During Exams or Assignments	Written warning for the first offense. Repeat offenses may result in discussions with parents, suspension from related assessments, or further academic consequences.
Misrepresentation of Academic Credentials	Immediate discussion with parents and potential suspension or expulsion, depending on the severity of the misrepresentation.
Unauthorized Use of Technology or Online Resources	Written warning for the first offense. Subsequent breaches may lead to discussions with parents and restricted access to technology during assessments.
Breach of Exam Rules (e.g., talking during an exam)	Written warning for the first offense. Repeat offenses may lead to discussions with parents, suspension from the examination, or other appropriate consequences.
Misuse of School Materials or Resources	Written warning for the first offense. Subsequent breaches may result in discussions with parents, restrictions on resource access, or required compensation for any damaged materials.

Academic Integrity in High School

Framework for Identifying Aspects of Academic Integrity

- In the high school years, Skill Stork International School places a strong emphasis on academic integrity, creating a framework that extends beyond academics. This framework aligns with the school's commitment to nurturing well-rounded individuals who excel academically while demonstrating responsible and ethical behaviour.

- The framework encompasses Approaches to Learning (ATL) skills, which include Thinking Skills, Social Skills, Self-Management Skills, Research Skills, and Communication Skills. These skills form the foundation for academic success and personal growth.

Training for Teachers and Students

- *For Teachers:*
  - High school teachers at Skill Stork International School are well-prepared to impart the values of academic integrity.
  - New teachers undergo specialized training that includes a deep dive into citation practices, emphasizing the critical role of proper referencing in maintaining academic integrity.
  - Existing teachers continue to reinforce the principles of academic integrity. This reinforcement takes place during summer training days or on selected Saturdays to ensure that the teaching staff remains aligned with the school's values and guidelines.
  - Additionally, the school's librarian and content editor provide invaluable guidance on effective posts, with a strong focus on proofreading and citation practices. This collaborative effort between educators and specialists underscores the school's comprehensive approach to academic   integrity.

- *For Students:*
  - In high school, Skill Stork International School adopts a multi-dimensional approach to equip students with the knowledge and skills necessary for academic integrity.
  - A sophisticated layered curriculum is provided, ensuring that students are exposed to advanced concepts of academic integrity as they progress through high school.
  - Subject teachers play a pivotal role in integrating academic integrity principles within their respective subjects, ensuring that these values are not siloed but seamlessly woven into the curriculum.

  - Comprehensive citation samples and guidelines are readily available for reference, empowering students to apply their knowledge effectively. These resources are instrumental in helping students understand the practical aspects of proper citation and referencing, particularly for advanced academic projects.

Responsibilities

- *For Teachers:*
    - Teachers in high school have a range of crucial responsibilities regarding academic integrity.
    - They are responsible for ensuring that students understand subject-specific academic integrity expectations and guidelines. These guidelines are tailored to the advanced coursework and research projects that high school students engage in.
    - Educating students on what constitutes academic misconduct and its potential consequences is an essential duty that aims to create awareness and understanding. High school teachers play a crucial role in preparing students for the expectations of higher education and the professional world.
    - High school teachers also plan manageable workloads for students, recognizing that the transition to more advanced coursework can be challenging. Managing stress and workloads is essential to prevent academic misconduct.
    - Proper labeling and storage of student work are not just organizational tasks but also ethical ones that promote transparency and integrity.
    - Cross-referencing work during preparation to prevent collusion is a proactive approach. High school teachers play a critical role in fostering independent thought and original work.
    - Reporting and responding to academic misconduct are vital steps that teachers should take, ensuring that breaches are addressed promptly and fairly.

- *For Students:*
    - High school students are expected to take an active role in upholding academic integrity. These are the key responsibilities they should embrace, recognizing the advanced nature of their academic pursuits:
    - Students must familiarize themselves with the school's Academic Integrity Policy, understanding that it extends to advanced coursework and research projects.
    - They should understand and apply academic integrity principles in all subjects, recognizing the nuances and complexities of higher-level coursework.
    - Properly citing sources in written and oral materials, as well as artistic products, becomes even more critical in high school. High school students are expected to demonstrate advanced scholarship skills.
    - Abstaining from giving or obtaining non-permitted assistance is a fundamental aspect of academic integrity. High school students should take the initiative to produce their work independently.

    - High school students are expected to exercise responsible internet and social media use, recognizing the significance of digital literacy and online ethics in their academic work.

Additional Aspects of Academic Integrity in High School:

1. **Behaviour:**

   - In high school, students are expected to uphold the highest standards of behaviour. Respectful and honest interactions with peers and staff are paramount. High school students serve as role models for younger students.

2. **Intellectual Property Rights:**

   - Students must respect intellectual property rights, giving proper credit for others' work and ideas, whether in academic projects, creative endeavours, or acknowledging contributions in group work.

3. **Vandalism:**

   - Vandalism of school property or materials is a breach of academic integrity and is subject to consequences as determined by the severity of the act. This includes defacing textbooks, equipment, or any form of academic materials.

4. **Misconduct on Social Media:**

   - High school students are expected to maintain responsible and ethical conduct on social media. They represent the school's values online, and any behaviour that tarnishes the school's image is considered a breach of academic integrity. This includes cyberbullying, spreading false information, or engaging in inappropriate behaviour online.

5. **Digital Literacy:**

   - High school students are encouraged to develop digital literacy skills. This includes understanding online etiquette, discerning credible sources from unreliable ones, protecting one's digital identity, and navigating the digital landscape responsibly. Recognizing the importance of responsible online conduct is integral to upholding academic integrity.

Consequences for Breach of Academic Integrity in High School

At Skill Stork International School, we understand the significance of maintaining academic integrity, and we have a comprehensive approach to address breaches of our academic code of conduct. Consequences are designed not only to address the breach itself but to educate and guide students towards a path of personal growth, responsibility, and ethical behaviour. Our approach is flexible and takes into account the specific circumstances of each breach, recognizing the maturity and development of high school students.

1. Written Warnings:

- **First Offense:** For the first instance of a breach, a written warning is issued. It serves as a formal notice to the student, acknowledging the breach and reinforcing our academic integrity expectations.

2. Discussions with Parents:

- **Severity Dependent:** Depending on the severity of the breach, discussions with parents may be initiated. Involving parents in the conversation fosters collaboration, understanding, and a collective approach to addressing academic misconduct. It provides an opportunity for parents to work with the school to guide their child toward improved behaviour.

3. Suspension from Coursework or Assessments:

- **Repeated or Severe Breaches:** In cases of repeated or severe breaches, students may face suspension from specific coursework or assessments. This measure provides students with time for reflection, learning, and a chance to re-evaluate their commitment to academic integrity. During the suspension, students may be provided with additional academic guidance to reinforce the importance of ethical behaviour.

4. Potential Expulsion:

- **Last Resort:** In cases of severe and repeated breaches that significantly undermine our academic integrity policy, the school may consider expulsion. Expulsion is a decision made after careful consideration of the specific circumstances, the student's prior record, and an assessment of whether the breach poses a serious threat to the school's values and the welfare of other students. It is considered a last resort and is intended to safeguard the academic and ethical environment of the school.

5. Community Service:

- **Behavioural Offenses:** For breaches related to behaviour or non-academic misconduct, students may be required to participate in community service. This serves as a way for students to understand the value of giving back to the community and fosters a sense of responsibility and empathy.

6. Academic Integrity Workshops:

- **Educational Approach:** In some cases, students may be required to attend academic integrity workshops. These workshops delve deeper into the importance of honesty, responsibility, and ethical behaviour in academic work. They serve as educational opportunities designed to reinforce the significance of academic integrity.\

7. Probation:

- **Rebuilding Trust:** Students found in breach of the academic code of conduct may be placed on academic probation. During this period, their academic performance and behaviour are closely monitored. Probation provides an opportunity for students to reflect on their actions, rebuild trust, and demonstrate their commitment to academic integrity.

8. Loss of Privileges:

- **Behavioural or Academic Offenses:** For certain breaches, students may temporarily lose privileges. These privileges may include participation in extracurricular activities, access to the school library, or the use of digital devices for academic work. Loss of privileges serves as a reminder of the consequences of academic misconduct and aims to guide students toward responsible behaviour.

9. Failing Grades or Assignment Nullification:

- **Academic Offenses:** In cases of academic offenses, students may receive failing grades for the affected assignments or assessments. Additionally, the assignment may be nullified, meaning it will not be counted towards the student's final grade. This approach emphasizes the importance of individual effort and the consequences of academic dishonesty.

10. Loss of Academic Honours: - **Severe or Repeated Breaches:** High school students who engage in severe or repeated breaches of academic integrity may lose the opportunity to receive academic honours or awards during their time at the school. This serves as a long-term consequence for students who fail to uphold the school's academic values.

11. Permanent Academic Record: - **Expulsion Cases:** In cases of expulsion, a permanent record of the academic breach and the reasons for expulsion may be placed on the student's academic record. This information may be shared with other educational institutions if required.

It is important to note that the choice of consequence depends on the nature and severity of the breach, the student's prior academic record, and the specific circumstances surrounding the misconduct. Our commitment to education, personal growth, and ethical development is paramount, and we strive to guide students toward a path of responsible behaviour and academic honesty. While consequences are a part of the process, our ultimate goal is to help students learn from their mistakes and foster a strong sense of integrity and responsibility.

Reporting and Flowchart for Breach of Code of Conduct

| Subject Teacher | Class Teacher | Academic Coordinator | Head of School |
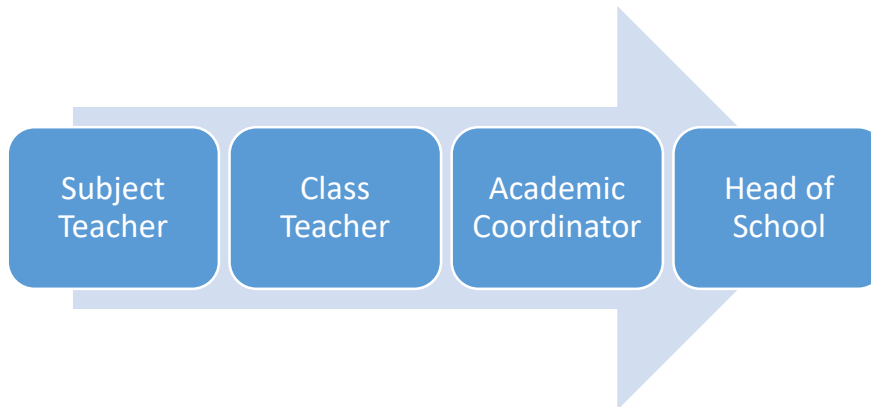
Detailed Explanation of Reporting and Action:

1. **Reporting Person (e.g., Student, Teacher, Staff):** The process begins when any individual, including students, teachers, or staff, observes a breach of the code of conduct or academic dishonesty. The reporting person is encouraged to come forward with their concerns.

2. **Class Teacher:** Upon receiving the report, the Class Teacher is the first point of contact. The Class Teacher plays a crucial role in investigating the issue and initiating discussions with the student involved. This step is vital as it provides an initial opportunity to address the concern.

3. **Investigation and Discussion:** The Class Teacher conducts an initial investigation, gathering information, and discussing the matter with the student. The aim is to understand the situation, gather the student's perspective, and educate them on the importance of adhering to the school's code of conduct and academic integrity.

4. **Academic Coordinator:** If the Class Teacher finds the situation unresolved or escalating, they escalate the matter to the Academic Coordinator. The Academic Coordinator conducts a thorough investigation. They gather all relevant information, interview involved parties, and review any evidence available.

5. **Discussion and Determination of Consequences:** The Academic Coordinator discusses their findings with the student involved and the Class Teacher. A meeting is held to ensure a clear understanding of the situation and its implications. The Academic Coordinator then determines the appropriate consequences based on the severity of the breach and school policy.

6. **Head of School:** The Academic Coordinator forwards their findings and proposed consequences to the Head of School for review and approval. The Head of School ensures that the consequences are just and align with the school's policies and values.

7. **Communication of Consequences:** Once the consequences are approved, the Academic Coordinator communicates them to the student and their parents. This step involves providing guidance on the next steps and any necessary support.

8. **Follow-Up and Support:** The school offers necessary support to the student. Depending on the nature of the breach, this support may include academic counseling, behavior modification programs, or community service, with the aim of helping the student learn from their mistakes and grow academically and ethically.

Step	Action	Example
1	Subject Teacher identifies academic dishonesty.	A student is caught copying another's work during an exam.
2	Subject Teacher reports the incident to the Class Teacher.	The Subject Teacher provides a written report with evidence, such as the copied answers.
3	Class Teacher investigates the incident and discusses it with the student.	The Class Teacher talks to the student, showing the evidence, and asks for their explanation.
4	Class Teacher reports the incident to the Academic Coordinator.	If the student's explanation is unsatisfactory or if the misconduct is severe, the Class Teacher escalates the matter to the Academic Coordinator.
5	Academic Coordinator conducts a thorough investigation.	The Academic Coordinator collects witness statements, interviews both students involved, and reviews the exam papers.
6	Academic Coordinator discusses the findings with the student and Class Teacher.	A meeting is held with the student and the Class Teacher to ensure a clear understanding of the situation.
7	Academic Coordinator determines consequences and informs the Head of School.	After evaluating all evidence, the Academic Coordinator decides on appropriate consequences and notifies the Head of School for approval.
8	Head of School reviews and approves consequences.	The Head of School ensures that the consequences are just and in line with school policy.
9	Academic Coordinator communicates consequences to the student and parents.	The Academic Coordinator informs the student and their parents about the consequences and provides guidance on the next steps.
10	Follow-up and support.	The school offers necessary support to the student, which may include academic counseling, and ensures that they learn from the incident.

Additional Notes:

- *The flowchart is designed to ensure that the reporting process is efficient, thorough, and professional.*
- *It encourages open communication, creating a safe space for students, staff, and teachers to report concerns.*
- *Consequences are determined with a focus on education and personal growth while maintaining a strict posture on upholding the school's values.*
- *The process is designed to be student-friendly, providing students with opportunities for self-improvement and learning.*
- *The holistic approach considers not only the breach itself but also the development of the student's character and integrity.*

Academic Integrity and Comprehensive Prevention Measures at Skill Stork International School

Role of the Discipline Committee

The Discipline Committee is an integral part of our academic integrity framework. Appointed annually by the Head of School, this committee is composed of experienced educators, administrators, and sometimes even students. Its primary role is to enforce the school's discipline policy and make recommendations to the Head of School. The committee takes on the crucial task of ensuring that academic misconduct is addressed promptly and fairly, thus upholding the principles of integrity within the school.

Responsibilities of Teachers

Our dedicated teaching staff assumes a central role in guiding and nurturing students' commitment to academic integrity. They play an instrumental part in cultivating an environment of trust and accountability within the classroom. Teachers at Skill Stork International School are expected to:

- Provide proactive guidance to students on the importance of maintaining academic honesty in all aspects of their academic journey. This includes discussions on the consequences of academic misconduct.
- Monitor and ensure that students accurately cite and acknowledge their sources in written assignments, projects, and presentations.
- Be vigilant in recognizing instances where a student's work appears to be beyond their expected academic or intellectual level. For example, if a student consistently submits work free of errors, teachers are trained to approach such instances with a discerning eye.
- Conduct periodic assessments of the authenticity of assignments. This may include the use of quizzes or follow-up discussions when inconsistencies arise.

- Report any confirmed cases of academic misconduct to the respective Head of Department, ensuring that the necessary steps are taken to address the issue.

For example, if a teacher suspects that a student has plagiarized a section of their research paper, they are responsible for initiating a conversation with the student and, if necessary, conducting further assessments to verify their suspicions. If the case is confirmed, it is the teacher's responsibility to report the incident to the Head of Department for further action.

Responsibilities of All Students

At Skill Stork International School, we believe that educating students about the principles of academic honesty is a shared responsibility. While teachers provide guidance, students have their own set of responsibilities in maintaining academic integrity. These responsibilities include:

- Active participation in academic honesty sessions conducted throughout the academic year. These sessions are designed to educate students about the various aspects of academic integrity and address any questions or concerns they may have.

- Committing to submit assignments and homework that reflect their original work. Students are encouraged to approach every task with creativity and diligence, avoiding any form of plagiarism or cheating.

- Demonstrating an understanding of the importance of acknowledging and attributing the work or ideas of others. This includes the correct use of citations and references in their academic work.

- Prior to submitting assignments and homework, students must ensure that they have accurately cited their work. This applies to any information, data, or ideas obtained from external sources.

- Upholding the highest standards of honesty during examinations and assessments. Any form of academic malpractice, such as cheating during an exam, is strictly prohibited.

For example, if a student is preparing a research project, they are expected to conduct thorough research while acknowledging their sources using appropriate citation styles. If a student is found to have plagiarized or cheated during an examination, they may face consequences as outlined in our school's academic integrity policy.

Responsibilities of Parents

Parents play a pivotal role in reinforcing the values of academic integrity within the home environment. Their active participation and support are invaluable in creating a culture of honesty among students. Parents at Skill Stork International School are expected to:

- Attend at least one academic honesty policy session. These sessions are designed to educate parents about the school's approach to academic integrity, ensuring that they are well-informed about our expectations.

- Read and sign the school's academic honesty policy. This formal agreement demonstrates a commitment to upholding the values of integrity and ethical conduct within the school community.
- Supervise their children's homework and internet usage at home. Parents have the opportunity to monitor their children's academic activities, ensuring that they adhere to the principles of honesty in their studies.

For example, if a parent attends an academic honesty policy session and signs the policy, they are indicating their understanding and agreement to support the school's approach to academic integrity. Additionally, parents can assist their children by reviewing their homework assignments and discussing the importance of citing sources and producing original work.

Responsibilities of the Librarian

The school librarian serves as a valuable resource for students and educators when it comes to fostering an understanding of ethical research and citation practices. The librarian's responsibilities encompass a wide range of activities, including:

- Educating students about the ethical dimensions of research and what constitutes academic malpractice. This includes discussions on plagiarism, proper citation, and the consequences of academic misconduct.

  Providing guidance on the methods used for citation. The librarian plays an essential role in ensuring that students understand the various citation styles and how to use them correctly in their academic work.
- Offering comprehensive information and support for research projects. This may involve assisting students in finding relevant sources, evaluating the credibility of information, and properly citing these sources.
- Conducting citation workshops for newly inducted teachers and students. These workshops are designed to equip both educators and students with the knowledge and skills necessary for maintaining academic integrity.

For instance, during a citation workshop, the librarian may demonstrate how to use a specific citation style, such as MLA or APA, for research papers. They may also provide examples and exercises to help students practice proper citation.

APPENDIX 1A:

CONDUCT OF EXAMINATIONS - GUIDELINES FOR INVIGILATORS

Recognizing the importance of conducting examinations with fairness and in a positive atmosphere, Skill Stork International School prioritizes academic honesty. To uphold this commitment, specific guidelines have been established to define the expected conduct and attitudes of both invigilators and examinees before, during, and after examinations.

It is imperative that invigilators are evenly distributed in the examination room or hall, especially when multiple invigilators are assigned to a group. The school follows a ratio of having one invigilator for every 25 students to ensure effective supervision and fairness.

The following list outlines the essential duties of an invigilator, with the understanding that these duties are not exhaustive but provide a brief overview of their responsibilities. Invigilators, who do not invigilate the examination based on their subject expertise, play a crucial role in:

Preparation and Distribution of Examination Materials:

- Invigilators are responsible for collecting examination materials from the exam control room and returning them after the examination.

- An attendance sheet must be attached to other examination materials.

- Invigilators are required to read and follow the instructions on the cover page of question papers. This includes distributing graphic display calculators, scientific calculators, mathematical tables, graph sheets, topographical sheets, data booklets, and maps as needed.

- For open-text exams, students are provided with a clear copy of the textbook with marginal annotations, excluding notes or additional pages.

- Invigilators assist in and oversee the resetting and distribution of graphic display calculators (GDCs) to students in the examination room by the GDC inspection committee or exam committee members.

- Only personal stationery is allowed in the examination room, and invigilators ensure that no unauthorized materials are brought in.

- Students are prohibited from carrying any material out of the examination room, except for their personal belongings.

- Invigilators instruct students to check the level or component of the subject once they receive the question papers.

- Students are reminded to verify that all pages are present in their question papers.

- Invigilators collect the answer scripts from students at the end of the examination and confirm that their personal details (Name, Candidate number, Teacher's initial) are included before students are allowed to leave the examination room.

- The number of students present must match the number of answer scripts received.

- Invigilators inspect the examination room to ensure that no written answer sheets or booklets are accidentally left behind.

Layout of the Examination Hall:

- Invigilators ensure that question paper packets are securely kept within the examination room.
- Seating arrangements are based on a pre-determined layout, and students are instructed not to change their positions.
- Spacing between desks is maintained to avoid any form of cheating.
- Inclusive arrangements for specific students are made according to examining board regulations, and a separate invigilator is assigned to supervise these students.

Timing:

- Invigilators arrive in the examination room at least 5 minutes before the commencement of the examination session.
- Any student entering the examination room after the examination has started is investigated, and their entry is permitted only with the approval of the IB Coordinator.
- Invigilators announce the time periodically to keep students informed about the progress of the examination.
- Reading time is respected, and no announcements are made during this period. Students are instructed not to write or perform mathematical calculations during the reading time.
- Students are not given extra time, except when it is part of inclusive arrangements, in which case, a separate announcement of the time is made for the affected student.

Behaviour of Examinees:

- Invigilators prohibit conversations between students during the examination.
- No teacher is allowed to enter the examination room and give instructions to students once the examination is in progress.
- Students are discouraged from meeting subject teachers and engaging in conversations with them during comfort breaks between examinations.
- The movement of students into and out of the examination room is organized and orderly.

Interaction between Invigilators and Examinees:

- Invigilators instruct students to place textbooks, notebooks, and calculators (if not required) on provided shelves.
- Students are asked to check their pockets and stationery for any unauthorized materials on their person.
- Only transparent pouches are allowed for carrying stationery.
- Once inside the examination room, students are not permitted to leave for any reason.
- Invigilators remain vigilant to prevent malpractice.
- Invigilators refrain from reading or engaging in activities that may distract them from their duties or disturb students.
- Discussions between invigilators and students are kept to a minimum, soft-spoken, and only in cases of extreme necessity.

- If an invigilator needs to assist a student with a writing disability, they ensure that no additional assistance is provided beyond what the student dictates.
- Invigilators avoid moving away from the students together and remain in the examination room until alternate arrangements are made.

These guidelines and responsibilities are designed to ensure a secure and fair examination environment while upholding academic integrity at Skill Stork International School. The school's commitment to honesty and professionalism during examinations is balanced with creating a positive and relaxed atmosphere for students.

APPENDIX 1B:

CONDUCT OF EXAMINATIONS - GUIDELINES FOR EXAMINEES

Recognizing the paramount importance of conducting examinations with the utmost fairness and maintaining a positive atmosphere, Skill Stork International School places a strong emphasis on creating an ideal examination administration environment. While ensuring that students are at ease and relaxed during examinations, the school is equally committed to upholding academic honesty. To achieve this, a set of rules has been established, outlining the expected codes of conduct and attitudes for both invigilators and examinees before, during, and after the examination.

A key aspect of these rules is the assurance of an adequate number of invigilators for each student to facilitate the timely distribution of examination materials and cater to all student needs in accordance with the prescribed examination protocols.

The following list of rules for examinees, although not exhaustive, provides a concise overview of the expected behaviour and conduct expected before, during, and immediately after an examination.

Examination Materials:

a. Examinees are required to carefully read the instructions on the cover page of question papers and ensure that they receive the necessary materials such as graphic display calculators (GDCs), scientific calculators, mathematical tables, graph sheets, topographical sheets, data booklets, and maps.

b. Examinees participating in open text examinations must verify that the provided textbook consists of marginal annotations alone, excluding any additional notes or pages.

c. No materials other than personal stationery are permitted to be brought into the examination and used by examinees.

d. Examinees should check the level or component of the subject once they receive the question papers.

e. Examinees must verify that all pages are present in the question papers.

f. Personal details, including Name, Candidate number, and Teacher's initial, should be entered by examinees in the script before they are allowed to leave the examination room.

g. Examinees must refrain from carrying any materials out of the examination room other than their personal belongings.

The Examination Hall/Room:

a. Examinees are expected to review the seating arrangement before entering the examination room/hall and are not allowed to change their assigned seating.

b. Maintaining the spacing between desks is essential to ensure a fair examination environment.

Timing:

a. Examinees are required to enter the examination hall well within the allocated time.

b. If an examinee arrives after the examination has commenced, they must provide a valid reason, subject to investigation. Entry into the examination room/hall will only be granted with the approval of the IB Coordinator.

c. Examinees should time their answers, with announcements made every half hour to assist them in managing their time effectively.

d. During the reading time, examinees must respect this period and are not allowed to write or perform mathematical calculations.

e. No extra time will be granted, except in cases where an examinee is entitled to additional time due to inclusive arrangements. In such cases, separate time arrangements will be made.

Behavior of Examinees:

a. Conversations among or between examinees or with any other individuals are strictly prohibited.

b. Examinees are not allowed to request the presence of their subject teacher while the examination is in progress.

c. Examinees must avoid meeting subject teachers and engaging in any conversation with them during their comfort gaps between examinations.

d. When entering and exiting the examination room/hall, examinees are expected to move in an orderly and organized manner.

e. Textbooks, notebooks, and calculators (if not required) should be placed on the provided shelves.

f. Examinees are responsible for checking their pockets and stationery to ensure there is no unauthorized material in their possession.

g. Only transparent pouches may be used by examinees to carry their stationery.

h. Leaving the examination room for any purpose is not permitted.

i. Examinees must refrain from engaging in conversations with other students or teachers in the examination room/hall.

j. Any discussions between invigilators and examinees should be kept to a minimum, conducted softly, and only in cases of extreme necessity.

k. In the event that an examinee has a fractured hand during the examination, no additional assistance will be provided beyond transcribing what is dictated by the examinee.

APPENDIX 2A:

Skill Stork International School Digital Literacy Policy

Vision Statement for Digital Literacy

"Our vision for digital literacy at Skill Stork International School is to empower our students to become confident, competent, and responsible users of technology in a creative, ethical, and secure manner."

Technology Fair Usage Policy

The school's IT policy is designed to ensure the proper, secure, and lawful use of the information technology infrastructure established on campus. This policy governs various aspects of technology usage, encompassing software, the internet, technology resources, computer security, shared folders, SMART BOARDS, email, network, and the STEAM lab.

Software Usage

- **Authorized Software:** Install only authorized software on school computers, ensuring compliance with license and copyright agreements.
- **No Unauthorized Access:** Do not copy, rename, alter, examine, install, or delete files or programs belonging to others.
- **No Self-Replication:** Refrain from creating, disseminating, or running self-replicating programs.
- **Access Restrictions:** Do not attempt to access a computer, network, or host without proper login credentials.
- **Hardware Integrity:** Avoid tampering with hardware that could damage school property.

Internet Usage

- **Responsible Internet Use:** Use the Internet responsibly and productively.
- **Content Filters:** Do not use proxy servers to bypass content filters.
- **No Unauthorized Access:** Do not use another person's login or password.
- **Legal Content:** Prohibited from transmitting or downloading material that violates any regulations.
- **Non-Commercial Use:** Commercial, political, or personal use of the network is discouraged.
- **Appropriate Language:** Use appropriate language in online communications.
- **Reputable Websites:** Browse reputable and credible sites only.
- **Network Disruption:** Do not disrupt the network or send unsolicited commercial email ("spam").
- **Ethical Wi-Fi Usage:** Use the Wi-Fi network ethically, legally, and without detriment to others.
- **No Network Modification:** Do not modify or extend network services beyond their intended use.

Technology Resource Usage

- **Educational and Administrative Purposes:** Technology resources are provided for educational and administrative purposes and should be used accordingly.
- **Ethical and Legal Use:** Usage must always be legal, ethical, and consistent with the school's Mission Statement.
- **Privacy Respect:** No user may act in ways that invade the privacy of others.
- **No Misuse:** All users must refrain from misuse of school technology resources.
- **Security Responsibility:** Each user is responsible for the security and integrity of technology resources.

Computer Security

- **Password Confidentiality:** Keep passwords and personal information confidential.
- **Security Compliance:** Respect security restrictions and comply with security measures.
- **Accountability:** Users are responsible for any and all activities initiated from their computer.
- **No Unauthorized Software:** Do not download games or unauthorized software.
- **Security Reporting:** Report security problems to a teacher or system administrator.

Shared Folders/Network Folders

- **Confidentiality:** Keep usernames and passwords confidential.
- **No Unauthorized Access:** Attempting to access unauthorized folders/files will have consequences.
- **Data Integrity:** Do not delete, modify, or duplicate unauthorized data.
- **Access Permissions:** Do not try to change the access permissions of any folder.

SMART BOARDS

- **Installation Assistance:** Seek IT team's assistance for the installation of Smartboards, related hardware, and software.
- **Information Sharing:** Allow the free flow of information during Smart Board usage.
- **Content Saving:** Save what you teach on the Smartboard for further reference.
- **Exploration:** Do explore interactive whiteboard features and share your discoveries with peers.
- **No Writing:** Refrain from writing on the Smartboard with board markers.
- **No Projector Use:** Avoid using the Smartboard as a projector.
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E-mail Usage

- **Academic and Official Use:** Use the facility primarily for academic and official purposes.
- **No Unauthorized Use:** Refrain from using the facility for illegal or commercial purposes.
- **Email Account Security:** Do not share your email account details with others.
- **No Unauthorized Access:** Refrain from intercepting or attempting to break into others' email accounts.

Network Usage

- **No Network Modification:** Users may not extend or modify the network without authorization.
- **Authorized Network Services:** Use network services provided by Technology Services and do not attempt to hack network services.

STEAM Lab and Technology Resources

- **Responsible Use:** Make appropriate use of the STEAM lab, including equipment like microbit, 3D printer, Lego WeDo 2.0, MakeyMakey, VR/AR glasses, EZ robot, and makerspace lab.
- **Proper Handling:** Handle the lab equipment with care and report any issues promptly.

APPENDIX 2B:

Device Usage Policy

Skill Stork International School recognizes the benefits of students using personal tablets and laptops for educational purposes. To ensure responsible and secure use, the following device usage policy is established:

1. **Eligibility:** All students are allowed to bring personal tablets and laptops to school, provided they adhere to the school's technology policies.
2. **Purpose:** These devices should be used primarily for educational purposes, such as research, assignments, projects, and communication related to schoolwork.
3. **Software Installation:** Students must install only authorized and licensed software on their devices. Any software installation should be aligned with the school's software usage policy.
4. **Security Measures:** It is the responsibility of the device owners to maintain the security of their devices. This includes keeping passwords and personal information confidential. Students are also required to have updated antivirus software installed.
5. **Ethical Use:** Devices must be used ethically and in compliance with the school's digital literacy policy. This includes respectful and appropriate online behaviour, responsible internet usage, and adherence to copyright and license agreements.
6. **Prohibited Activities:** The following activities are strictly prohibited:
   - Hacking or attempting to breach network security.
   - Engaging in cyberbullying or harassment.
   - Transmitting or accessing inappropriate, harmful, or offensive content.
   - Violating the privacy of others, including unauthorized access to personal devices or accounts.
   - Any activities that violate local, state, or national laws.
7. **Warnings:** Failure to adhere to this device policy may result in the following warnings:
   - First Warning: Counseling and a written warning.
   - Second Warning: Probation and temporary suspension from using personal devices in school.
   - Third Warning: Complete restriction on bringing personal devices to school.

APPENDIX 2C:

The Role of AI at School

Artificial Intelligence (AI) is revolutionizing the landscape of education, playing a multifaceted role that extends into various crucial functions:

1. **Personalized Learning:** AI-driven platforms are at the forefront of creating tailored learning experiences. By harnessing the power of AI, these platforms adapt and fine-tune the educational content to cater to each individual student's unique needs and learning progress. This adaptability ensures that students receive a customized education experience, optimizing their learning outcomes.

2. **Grading and Assessment:** The integration of AI has automated the grading process. This revolutionary approach enhances the consistency and efficiency of evaluating assignments, quizzes, and assessments. AI-powered grading systems reduce human bias and provide rapid feedback to students, allowing educators to concentrate on offering constructive guidance and support.

3. **Tutoring and Support:** AI is not merely confined to administrative tasks; it extends its capabilities to tutoring and support. AI-powered chatbots and virtual tutors are accessible around the clock, providing students with immediate assistance and guidance. These digital assistants offer explanations, clarify doubts, and help students grasp complex topics, fostering a more independent and self-paced learning   approach.

4. **Data Analysis:** AI undertakes the mammoth task of analyzing vast quantities of educational data. By scrutinizing this data, AI can discern trends, patterns, and areas of improvement in the education system. The insights derived from data analysis inform data-driven decision-making, enabling educators and institutions to continuously refine their educational processes and strategies.

Guidelines for Responsible Use of AI in Education

As the educational landscape embraces AI, responsible and ethical practices are pivotal. Comprehensive guidelines for the responsible use of AI in educational settings include:

1. **Transparency:** AI applications must maintain complete transparency in their operations. It is essential that students and educators are well-informed about the integration of AI in the learning process. AI-driven platforms should be explicit about how they personalize content, assessments, and grading. This transparency fosters trust and understanding.

2. **Privacy:** Protecting student data and interactions with AI systems is of utmost importance. Adherence to data protection regulations, such as GDPR or FERPA, is non-negotiable. Stringent security

measures should be in place to ensure that all data remains confidential and secure.

3. **Fairness:** AI algorithms must be designed to be fair and unbiased. Rigorous testing should be conducted to detect and rectify any biases or discriminatory patterns, whether they relate to race, gender, socioeconomic status, or any other characteristic. The implementation of AI systems should adhere to principles of equity.

4. **Accountability:** Educators and administrators hold the responsibility for the ethical deployment of AI. AI technology should be used solely for legitimate educational purposes and must not compromise academic integrity. It is incumbent upon educational institutions to monitor and ensure the appropriate and ethical use of AI in the classroom, aligning it with their mission and values.

5. **Educational Value:** The application of AI in education should always be underpinned by its pedagogical merit. It should serve to augment the learning and teaching processes, not replace educators. AI technology should empower teachers to be more effective educators and students to be more proficient learners. Periodic evaluations of AI tools should revolve around the central question of whether they enhance educational value.

Plagiarism and Academic Misconduct in the Age of AI

The advent of AI in education has brought about transformative opportunities for students and educators. However, it also introduces new challenges, particularly in the realm of academic misconduct, with plagiarism being a major concern. To address this issue, we have formulated a comprehensive approach that combines education, awareness, and technology:

Educate Students: It is crucial to educate students about the responsible and ethical use of AI. We underscore the imperative of generating original work and emphasize that AI should be a tool for enhancing their learning experience, not a means to shortcut the process of acquiring knowledge. This educational approach instills in students the value of critical thinking, creativity, and the ethical foundations of academic integrity.

Encourage Proper Attribution: We encourage students to provide proper attribution and credit when AI-generated content is integrated into their assignments. This practice aligns with ethical scholarship and ensures that students acknowledge the sources and tools they use, whether human or artificial, in their academic work. It reinforces the importance of transparency and intellectual honesty.

Plagiarism Detection Tools: To maintain academic integrity, we employ advanced plagiarism detection tools capable of identifying instances of AI-generated content in students' submissions. These tools help us identify when AI has been misused to produce unoriginal work. When such instances are detected, we engage in a constructive dialogue with students, emphasizing the educational value of creating original content and the consequences associated with academic misconduct.

Declaration:

I confirm that I have read, understand and agree to abide by the Skill Stork International School Academic Honesty Policy.

Name of Student: _____

Signature: _____   Date: _____

Name of Guardian: _____

Signature: _____   Date: _____

Name of Coordinator:_____

Signature: _____   Date: _____

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