ADRIATIC
COLLEGE

Academic Integrity Policy

Частная международная школа
Черногория, Будва

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ACADEMIC INTEGRITY POLICY

This document describes the foundations, principles, and practices of the School's policy related to academic integrity.

The document includes the following sections and aspects:

The "Values and Purpose" section describes
- the School's mission, values and aims, and this Policy's vision, within their context

The "Concepts and Terms" section describes
- what is considered good practice;
- what is considered unacceptable practice;

The "Practice and Procedures" section describes
- the consequences of unacceptable practice and responsibility for it;
- what is expected from members of the school community regarding academic integrity, their responsibilities;
- what is expected from the school as an organization; measures taken to uphold academic integrity;

The "Development and References" section describes
- the process of developing and updating the Policy, its dissemination, monitoring of compliance and effectiveness;
- references to regulatory documents;
- connections with other school policies.

SECTION: VALUES AND PURPOSE

The mission and values of *Adriatic College* are aligned with the Mission and Values of the International Baccalaureate (IB).

> The mission of the School is to create a comfortable and respectful learning environment that fosters the development of caring, responsible, and critical-thinking individuals with a global outlook, who recognize the importance of ongoing personal growth and lifelong learning.

The School's values are:
- Independent thinking and intellectual honesty
- Aspiration and skills to learn
- Openness to diverse perspectives and cultures
- Freedom of thought, of expressing one's views and identity; respect for the individual
- Safe environment, care for others and mutual support
- Health and well-being

The School regards the development of the qualities outlined in the IB Learner Profile as the main goal of school education.
It is evident that the development of these qualities and the fostering of honesty, particularly academic integrity, are closely interconnected, as they contribute to each other's growth

IB Learner profile attribute	Description	How we see the connection between the Learner Profile attributes and academic integrity
Inquirer	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	Honesty is a quality inherent to a true inquirer or researcher. Without academic integrity, no high-quality research is possible.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	Following the principles of academic integrity and applying them in practice requires specific knowledge and skills. Acquiring and expanding knowledge involves using the existing ideas, words, and works of others, which must be properly acknowledged.
Thinker	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	Critical thinking requires exploring different perspectives and evaluating them impartially and honestly. Creative thinking implies authenticity, an independent approach, and excludes the mere copying of others' ideas.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.	Honesty is a quality inherent in any reflection. Reflecting on the importance of academic integrity helps us learn more effectively.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.	Honesty involves seeking out and considering different perspectives. Impartiality and openness foster the development of honesty, as they shape a more realistic picture of the world with its diversity of viewpoints.
Communicator	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	Honesty contributes to effective collaboration and communication. Honesty is a way of showing respect for others.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	Honesty is the foundation of justice.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.	Honesty is a way to show respect for others. Being honest means caring about an atmosphere of mutual respect.
Risk-taker	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.	Fair play and honesty in relation to rules are essential for our justified risk.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.	Honesty is an essential component in genuine relationships with other people.

Thus, the school regards academic integrity as a fundamental value and an essential aspect on which the educational process must be focused, through the development of the right attitude and the necessary skills, such as:

- Research skills (including searching, evaluating sources of information, and referencing them)

- Thinking skills (creative thinking – generating new ideas and approaches)
- Communication skills (using accepted norms in written and oral communication)
- Social skills (collaboration, respect for different points of view)
- Self-management skills (planning, meeting deadlines)

In practical terms, promoting the Academic Integrity Policy at school means encouraging the creation of independent, original/authentic work, as well as respecting the intellectual contributions of others by providing references to the author or source (when copied, adapted, paraphrased, or translated materials are used).

SECTION: CONCEPTS AND TERMS

What is considered good practice
In general, good practice includes all actions aimed at ensuring that:

- created works and products are authentic, independent, and original;
- the authorship of others' ideas, words, and work is acknowledged using commonly accepted conventions;
- tools (such as AI) are used appropriately, and their use is acknowledged according to accepted conventions;
- plagiarism and other forms of academic dishonesty (intentional or unintentional) are prevented and avoided.

Markers of good practice and expected behavior may include the following:

- sources of information and tools used in works and documents are cited consistently and correctly, in accordance with the accepted style;
- works contain no borrowings made incorrectly or without proper referencing;
- activities are conducted to develop the necessary attitudes toward academic integrity among students;
- assignments are designed to allow students to practice the required skills;
- issues related to academic integrity are included in the agenda of collaborative planning and teacher reflection;
- teachers' works and materials serve as examples of academic integrity.

What is considered unacceptable practice
(definitions, classifications, descriptions, examples)
Unacceptable practice includes all types of dishonest behavior aimed at gaining unfair advantages over others in the course of completing academic tasks.
It is important to note that violations of academic integrity may be intentional or unintentional—due to lack of awareness, misunderstanding, or insufficient skills. However, in all these cases, non-compliance with the rules is regarded as unacceptable behavior and entails responsibility.

Category	Examples
Plagiarism – the use of another person's ideas or words, work, or parts of a work (oral or written) without acknowledging the author/source.	Copying/replicating someone else's work or part of it without attribution; "Copy-paste" approach to creating work: stitching together text fragments without attribution; Using another person's ideas without permission or citation.
Collusion – academically dishonest behavior when two or more people make an agreement to do so.	Copying another student's work and presenting it as one's own; Allowing someone to copy your work; Doing an assignment for another student who will present it as their own; Working together on a task that should have been done independently, copying from each other and producing identical/very similar work in content and structure; Using help from parents/relatives/classmates/friends when it is not allowed and without acknowledgment of their contribution; "Ordering" work from an external provider; Excessive help or guidance when it is not permitted; Using overly detailed templates when this is not permitted; Assisting others in committing academic dishonesty.
Duplication of work – submitting the same or	Submitting a slightly modified version of the same work for another assessment component in the Diploma Programme.

nearly the same work for different assignments when it is not allowed.	
Unacceptable behavior during an exam or test	Sharing the content of an exam or test before it is officially permitted; Gaining access to exam or test tasks in advance when it is not allowed; Using unauthorized materials and devices during an exam or test (textbooks, notebooks, notes, calculators, devices with internet access); Behavior that disrupts the conduct of an exam or test; Receiving help from others during an exam or test when it is not permitted; Giving or receiving oral or written information from other students during an exam or test.
Data and information falsification	Fabricating or falsifying data (experimental data, survey results, reports, lists of sources); Various forms of document forgery (fake medical certificates, forged notes from parents, etc.).
Free riding, avoiding contribution	Deliberate non-participation or very minimal contribution in group work, intentional dishonest redistribution of workload in joint assignments.
Violating deadlines	Dishonesty related to failure to meet submission deadlines, with the aim of gaining a timing advantage
Unauthorized use or misuse of AI / AI-assisted plagiarism	Generating essays or answers (fully or partially) and submitting them as one's own, without proper referencing and indication of AI use; Creating code with AI without permission, when the task requires independent work; Translating or rewriting texts with AI when not allowed, especially for language tasks; Replacing sources with AI-generated outputs in research.

SECTION: PRACTICE AND PROCEDURES

Consequences of failing to comply with academic integrity requirements

First incident/violation

The work associated with a violation of the above-mentioned principles of academic integrity cannot be accepted and therefore cannot be assessed in formative or summative assessment, nor can it be counted as completed/submitted.

The incident must not be ignored: depending on the situation, other parties (parents, teachers, students) may be informed; it must be discussed with the student involved (this is the responsibility of teachers and coordinators), and the student's attention must be drawn to the consequences of repeated violations.
Whether the student is given an opportunity to redo the work is left to the discretion of the teacher or the school.
See also the **Assessment Policy**.

Repeated incident/violation

The work associated with a violation of the above-mentioned principles of academic integrity cannot be accepted and therefore cannot be assessed in formative or summative assessment, nor can it be counted as completed/submitted.
The incident must not be ignored: depending on the situation, other parties (parents, teachers, students) may be informed; it must be discussed with the student involved (this is the responsibility of teachers and coordinators).
In the case of repeated violations, the student may be suspended from school for a certain period of time or excluded from the program.
An incident involving a violation in relation to one of the Diploma Programme assessment components must be reported to the IB.
See also the **Assessment and Admission Policies**.

What is expected from members of the school community and their responsibilities regarding the principles of academic integrity

All members of the school community are expected to understand the importance of upholding the principles of academic integrity and to always follow them.

For students, it is important that teachers, coordinators, administrators, and parents serve as role models of appropriate attitudes and behavior.

Teachers, coordinators, administrators are expected to:	Familiarize themselves with the current Academic Integrity Policy document; Become acquainted with the concepts related to academic integrity, especially what constitutes violations; Develop the attitudes and skills required to follow the principles of academic integrity; Apply these skills (such as proper referencing, responsible use of AI); Reflect on various issues and challenges related to academic integrity; Prevent and stop academic dishonesty. Participate in discussions, the collaborative process of creating and updating the school's Academic Integrity Policy, as well as in monitoring its implementation and evaluating its effectiveness; Take part in collaborative planning and reflection on academic integrity issues; Be role models: acknowledge the intellectual contributions of others and demonstrate other correct examples; Share their attitudes and understanding with students, encouraging and supporting meaningful discussions; Use reflective techniques and tools to support students' reflection on issues of academic integrity; Use appropriate terminology correctly and consistently in written and oral communication. *See also the Language Policy*; Clearly explain to students and parents the concepts, requirements, and consequences of violations related to academic integrity; Provide appropriate task instructions. *See also the Assessment Policy*; Explicitly and implicitly teach students the necessary skills (such as evaluating sources, searching for sources, referencing) using diverse teaching methods and dedicating time to practice these skills; Design assignments that develop the necessary skills, are engaging, require creativity and independent work, and are difficult to copy. *See also the Assessment Policy*; Use assessment practices that support the development of the required skills and provide ongoing feedback. *See also the Assessment Policy*; Encourage and support proper behavior in various ways; Require drafts and interim versions of work to evaluate the student's degree of independence and development of ideas; Develop schedules for timely completion of work, set deadlines. *See also the Assessment Policy*; Make efforts to check drafts and final versions of work for plagiarism and AI-assisted plagiarism and to detect instances of academic dishonesty (including through IT tools for plagiarism detection). *See also the Assessment Policy*; Inform students and their parents about cases of academic dishonesty and explain why they are classified as such.
Students are expected to:	Familiarize themselves with the current Academic Integrity Policy document; Become acquainted with the concepts related to academic integrity, especially what constitutes violations; Develop the attitudes and skills required to follow the principles of academic integrity; Apply these skills (such as proper referencing, responsible use of AI); Reflect on various issues and challenges related to academic integrity; Prevent and stop academic dishonesty. Participate in monitoring the implementation of the Academic Integrity Policy and in evaluating its effectiveness, when necessary; Seek clarification and assistance when questions arise (ignorance does not exempt from responsibility);

	Keep records of the sources of information used in their work; Develop schedules to complete work on time; When required, sign a declaration confirming that any work submitted for assessment by the school and/or external examiners is independently completed, with proper references to all sources and tools used.
Parents are expected to:	Familiarize themselves with the current Academic Integrity Policy document; Become acquainted with the concepts related to academic integrity, especially what constitutes violations; Develop the attitudes and skills required to follow the principles of academic integrity; Apply these skills (such as proper referencing, responsible use of AI); Reflect on various issues and challenges related to academic integrity; Prevent and stop academic dishonesty. Participate in monitoring the implementation of the Academic Integrity Policy and in evaluating its effectiveness, when necessary; Be role models: acknowledge the intellectual contributions of others and demonstrate other correct examples; Seek clarification and assistance when questions arise; When required, sign an agreement to the measures taken in the case of an incident of unacceptable behavior.

What is expected from the School, and what measures are taken to implement the Academic Integrity Policy
The School is expected to:

- ensure that all members of the school community can access and read the school's Academic Integrity Policy;
- translate the Policy into the languages of instruction used at the school. *See also the Language Policy*;
- ensure that members of the school community understand the Academic Integrity Policy;
- communicate to members of the school community, in various ways, what behavior is expected and what is unacceptable;
- communicate to members of the school community, in various ways, the consequences of violating the principles of academic integrity;
- have procedures in place to address cases of academic dishonesty;
- ensure that the skills required to uphold the principles of academic integrity are part of collaborative planning and reflection and are taught appropriately;
- ensure that teachers receive appropriate training and professional development;
- ensure that students receive appropriate support, including students with special educational needs. *See also the Inclusion Policy*;
- allocate resources (of all types) for the implementation of the Policy whenever possible (e.g., providing teachers with accounts for plagiarism detection services when required);
- ensure that assignments forming the basis of IB final assessment are checked for plagiarism. *See also the Assessment Policy*;
- monitor the implementation of the Policy and evaluate its effectiveness;
- edit/update/revise the Policy periodically.

SECTION: DEVELOPMENT AND REFERENCES

The process of developing, revising/editing, disseminating, implementing, and evaluating the Policy
Principles and approaches used in the process of developing and revising school policies:

- The Policy is an authentic document reflecting the vision of the School;
- The Policy is created in accordance with IB requirements and guiding documents;
- The Policy is the result of collaborative work among school staff; its creation and updating involve open discussion with respectful consideration of all viewpoints;
- The Policy is created and revised using a variety of strategies, including in-person meetings and online tools;

- Programme coordinators / the academic coordinator are responsible for collecting information and suggestions for creating/revising the Policy and for preparing the final version of the document;
- The Policy is translated into the languages of communication used in the school (see also the Language Policy).

The Policy is disseminated through the school website; through discussions with staff, students, and parents in various formats. In addition, the Policy and excerpts from it may be visualized in school spaces.
The implementation of the Policy is monitored through the collection and analysis of data (statistics of unacceptable behavior, survey analysis, formative assessment data, teacher self-assessment, analysis of assignments, planning forms, etc. *See also the Assessment Policy*), and its effectiveness is evaluated.
The review/revision of the Policy is based on the evaluation of its effectiveness, as well as on updates in IB documentation.

The documents used
This Policy was developed in accordance with the following documents:
- Academic integrity policy. IBO. Published October 2019. Last update February 2025.
- Standard and practices (2020)
- IB Learner profile.
- IB Mission statement
- Diploma programme: from principles into practice. IBO. Published April 2015
- Approaches to teaching and learning in the Diploma programme. IBO. Published January 2015. Last updated May 2019.
- EE website
- The conduct of IB Diploma Programme examinations (updated annually)
- Diploma Programme Assessment procedures (updated annually)
- Diploma Programme: Secure storage of confidential IB examinations material booklet (updated regularly)
- Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework. IBO. 2024.

This Policy was developed in alignment with other school policies:
- Language Policy;
- Admission Policy;
- Assessment Policy;
- Inclusion Policy;
- Homework Policy.

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