

SIBIU INTERNATIONAL SCHOOL (SIS)

Academic Integrity Policy

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1. Mission Statement

“Think deeply. Care boldly. Act globally.”

At Sibiu International School, we believe that a compassionate world begins with education that nurtures wisdom, empathy, and a deep sense of global responsibility. We empower young people to become inquisitive, principled, and open-minded learners who engage with the world courageously and creatively, caring for people, animals, and the natural environment.

We embrace diversity as strength, challenge as opportunity, and inquiry as the foundation for meaningful understanding. In partnership with teachers who inspire, parents who support, and students who take ownership of their learning, we cultivate reflective, ethical, and balanced individuals ready to contribute to a more just, peaceful, and sustainable future.

This mission underpins the principles and expectations outlined in this Academic Integrity Policy

2. Purpose and Introduction

The purpose of this Academic Integrity Policy is to promote a culture of honesty, trust, fairness, respect, and responsibility within the school community, in alignment with the philosophy and requirements of the International Baccalaureate (IB). The policy establishes clear expectations, responsibilities, preventive measures, and procedures to ensure that all academic work submitted by students is authentic and produced ethically.

Academic integrity is a foundational element of high-quality international education. As an IB World School candidate, SIS is committed to upholding the highest standards of ethical academic behaviour across all programmes. This policy outlines the expectations, responsibilities, and procedures that ensure fairness, authenticity, and transparency in teaching, learning, and assessment.

3. Philosophy of Academic Integrity

SIS adopts the International Baccalaureate’s definition of academic integrity as “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals” (IBO, 2022).

Our philosophy is grounded in:

- **Honesty** – producing authentic work

- **Trust** – building confidence in the learning process
- **Fairness** – ensuring equal opportunities for all learners
- **Respect** – acknowledging the contributions of others
- **Responsibility** – taking ownership of one’s actions

In the Diploma Programme, academic integrity requires that:

- All submitted work is the student’s own authentic work.
- The ideas and words of others are fully acknowledged using appropriate referencing conventions.
- Collaboration occurs only when explicitly permitted.
- Students adhere strictly to IB examination regulations.
- All assessment components are completed honestly and ethically.

Academic integrity reflects key attributes of the IB Learner Profile, particularly being **principled**, **reflective**, and **knowledgeable**.

These values align with the **IB Learner Profile**, which encourages students to be principled, reflective, and caring global citizens.

4. Purpose of the Policy

This policy aims to:

- Establish a shared understanding of academic integrity
- Provide clear expectations for all members of the SIS community
- Ensure alignment with IB Programme Standards and Practices
- Support students in developing ethical research and inquiry skills
- Outline procedures for preventing and addressing academic misconduct
- Promote a culture of honesty, transparency, and accountability

5. Scope and Definitions

5.1 Academic Integrity

The production of authentic work that reflects a student's own ideas, supported by appropriate citation and ethical use of sources.

5.2 Academic Misconduct

As defined by the IB, academic misconduct includes:

- Plagiarism
- Collusion
- Duplication of work
- Cheating
- Fabrication or falsification of data
- Impersonation
- Misuse of AI tools
- Any behaviour that gives an unfair advantage or affects another student's results

5.3 School Maladministration

Any action by staff that compromises the integrity of assessment processes, including inconsistent guidance, unauthorized assistance, or failure to follow IB procedures.

5.4 Use of Artificial Intelligence (AI) Tools

AI tools may be used only when permitted by teachers and must be acknowledged transparently.

Recommended citation format: *Generated by [tool], version [x], on [date], using the prompt: "[prompt]"*.

AI-generated content must not replace a student's own thinking.

6. Roles and Responsibilities

6.1 Students

Students must:

- Produce original work
- Use MLA or APA referencing consistently

- Acknowledge all sources
- Use AI tools ethically
- Follow assessment instructions
- Report concerns about misconduct
- Sign the SIS Academic Integrity Contract (Secondary School)

6.2 Teachers

Teachers must:

- Teach academic integrity explicitly
- Provide clear expectations for each task
- Model ethical behaviour
- Guide students in research and citation
- Use tools such as Turnitin to support authenticity
- Apply consequences consistently and fairly

6.3 School Leadership

School leaders must:

- Ensure policy implementation
- Provide professional development
- Maintain secure assessment procedures
- Support investigations of misconduct
- Ensure alignment with IB requirements

6.4 Parents and Guardians

Parents must:

- Support their child's independent work
- Understand SIS expectations
- Avoid providing unauthorized assistance

- Communicate with teachers when support is needed

7. Academic Integrity Across the School

7.1 Primary School

Expectations focus on developing foundational skills such as acknowledging help, using one's own words, and giving credit for ideas and images.

7.2 Secondary School

Students are expected to use consistent referencing, conduct independent research, and understand the seriousness of academic misconduct.

7.3 Diploma Programme (DP)

Students must meet all IB requirements for academic integrity, including proper citation, ethical research practices, and adherence to DP assessment procedures.

8. Procedures for Preventing Academic Misconduct

SIS prevents misconduct through:

- Explicit instruction in research and citation
- Clear task instructions
- Scaffolding of major assessments
- Use of plagiarism-detection tools
- Teacher collaboration to ensure consistency
- Digital literacy and AI ethics education

9. Procedures for Addressing Academic Misconduct

9.1 Primary School

Incidents are treated as learning opportunities. Students receive guidance and may redo work.

9.2 Secondary School

First Offence

- Teacher–student conference
- Work redone
- Parents informed

- Zero awarded if misconduct is confirmed

Second Offence

- Meeting with Principal
- Parent meeting
- Additional consequences (e.g., detention, reflection task)

Third Offence

- Formal disciplinary meeting
- Possible suspension
- Behaviour contract

9.3 Diploma Programme (DP)

Misconduct in IB-assessed work follows **IB DP Assessment Procedures**. The IB may invalidate results if misconduct is confirmed.

10. Referencing and Citation Standards

SIS uses **MLA** or **APA** referencing depending on subject requirements. Students must cite:

- Books
- Websites
- Articles
- Images
- Videos
- AI-generated content
- Interviews and personal communications

Bibliographies and in-text citations must be accurate and complete.

11. Supporting a Culture of Integrity

SIS promotes academic integrity through:

- Library and research skills instruction
- Digital citizenship and AI ethics education

- Parent workshops
- Teacher professional development
- Celebrating ethical behaviour and academic honesty

12. Policy Review Cycle

This policy is reviewed every **two years**, or earlier if IB updates require changes.

13. References

International Baccalaureate Organization (IBO). This policy is aligned with the following IB publications:

- *Academic Integrity Policy*. IBO, 2022.
- *Diploma Programme Assessment Procedures*. IBO, current edition.
- *Programme Standards and Practices*. IBO, 2020.
- *IB Learner Profile*. IBO.
- *Extended Essay Guide* (current edition)
- *Theory of Knowledge Guide* (current edition)