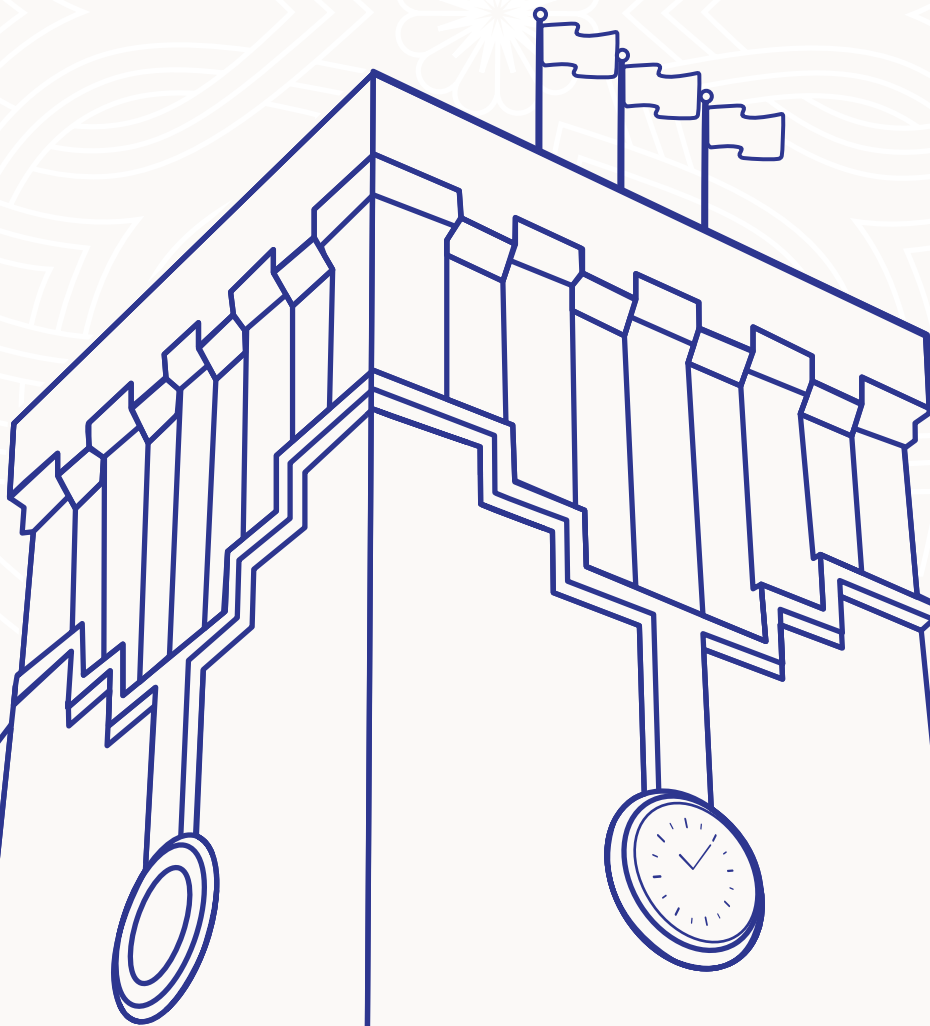


"Shirakatsy Lyceum" International Scientific- Educational Complex





“Shirakatsy Lyceum”

International Scientific-Educational Complex

**"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL
COMPLEX**

ACADEMIC INTEGRITY POLICY

2025-2026 ACADEMIC YEAR



MEMBER



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1. PHILOSOPHY

Academic integrity is a guiding principle in education and a conscious choice to act responsibly, whereby others can place their trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work.

At Shirakatsy Lyceum, academic integrity is understood not only as the avoidance of academic dishonesty, but as the development of **lifelong skills** in research, ethical judgment, respect for intellectual property. By embedding these values, we prepare our students to succeed as future university students, professionals, and global citizens.

Our philosophy is rooted in the **IB Mission Statement**, which seeks to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. It is equally guided by the **mission of Shirakatsy Lyceum**, *“To cultivate a true intellectual and citizen, grounded in national heritage and embodying universal values.”* Academic integrity is a vital condition for both missions, ensuring that learning is genuine, fair, and reflective of each student’s authentic achievement.

Furthermore, the principles of academic integrity are directly linked to the attributes of the **IB Learner Profile**. Shirakatsy students are expected to be **principled**, demonstrating honesty and fairness; **open-minded**, respecting diverse perspectives and intellectual contributions; **caring**, valuing the well-being and rights of others; and **reflective**, critically considering their learning processes and responsibilities.

We believe that fostering a culture of academic integrity across all programmes—from PYP through MYP, DP, and the Authorial High School Programme—creates not only a healthy learning environment but also equips students with the **ethical foundation and vital skills** needed to navigate an increasingly complex and interconnected world.

This policy sets expectations at an age-appropriate level so that all IB students can understand:

- their responsibility to create credible and authentic individual and group work;
- the ways to provide accurate citations, acknowledging the work and ideas of others;
- the responsible use of information, technology and social media;
- the ethical and honest practices to be followed during examinations/assessments.

2. SCOPE AND APPLICATION

This Academic Integrity Policy applies to the **entire Shirakatsy Lyceum community** and provides a consistent framework for ethical learning across all programmes: the **Primary Years Programme (PYP)**, **Middle Years Programme (MYP)**, **Diploma Programme (DP)**, and the **High School Authorial Programme (AP)**.

- 2.1. The policy is relevant for **all academic activities**, including classroom learning, formative and summative assessments, homework, projects, research assignments, exhibitions, and other school-based tasks.
- 2.2. It governs conduct during **internal school examinations and assessments**, ensuring that procedures are transparent, fair, and consistent at every grade level.
- 2.3. In the **Diploma Programme**, this policy extends to all **IB coursework and examinations**, where IB regulations and external reporting procedures must be strictly observed.

- 2.4. In the MiddleYears programme this policy extends to Personal Project submission.
- 2.5. Misconduct in both internal and external contexts is treated seriously, but responses are always **developmentally appropriate**, reflecting the age and stage of the learner.
- 2.6. The school maintains **internal reporting procedures** for cases of academic misconduct or maladministration.
- 2.7. By aligning **internal procedures** with IB regulations, Shirakatsy Lyceum ensures that students are gradually prepared for the academic expectations and for their future studies and careers.

3. KEY TERMS

To ensure a shared understanding of academic integrity, the following key terms are defined in line with IB Academic Integrity Policy (2025) and adapted for the context of Shirakatsy Lyceum:

3.1. Academic Integrity

A guiding principle in education and a conscious choice to act responsibly, ensuring that others can place their trust in us. It is the foundation of ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work.

3.2. Student Academic Misconduct

Deliberate or inadvertent behaviour that gives a student, or anyone else, an unfair advantage in one or more assessment components, or disadvantages another student. Misconduct can occur before, during, or after an assessment, whether paper-based or digital. Examples include:

- 3.2.1. **Plagiarism** – presenting the ideas, words, or work of another person as one’s own.
- 3.2.2. **Peer plagiarism** – copying work from another student, or lending/facilitating one’s own work.
- 3.2.3. **Collusion** – presenting collaborative work as individual work, or coordinating with others to produce similar work.
- 3.2.4. **Duplication of work** – submitting the same work, in part or whole, for different assessments.
- 3.2.5. **Falsification of data** – inventing or altering data for an experiment, project, or research.
- 3.2.6. **Unoriginal or commissioned work** – submitting work edited, generated, or obtained from a third party, including essay mills or generative AI tools without acknowledgment.
- 3.2.7. **Examination misconduct** – possession of unauthorized material, disruptive behaviour, impersonation, or sharing exam content within 24 hours after an examination.
- 3.2.8. **Disclosure of Information** - Removing or sharing assessment or examination materials, or publishing details of the grading process, is prohibited.
- 3.2.9. **Use of Prohibited Materials/Devices** -Using or transferring unauthorized devices, notes, or resources during assessments or examinations is considered misconduct.

3.3. School Maladministration

Any action by the school, or by individuals associated with it, that infringes IB regulations and potentially compromises the integrity of assessments. Examples include:

- 3.3.1. Failure to secure and store IB examination materials appropriately.
- 3.3.2. Providing excessive or unauthorized assistance during coursework.
- 3.3.3. Granting additional time without IB authorization.
- 3.3.4. Poor or insufficient invigilation during examinations.

3.3.5. Unauthorized access to or disclosure of exam/assessment content.

3.4. Responsible Use of Artificial Intelligence Tools

Students and staff may use AI tools (such as language models, image generators, or automated summarizers) only when:

- 3.4.1. The use is explicitly permitted by the subject teacher or IB guidelines.
- 3.4.2. Contributions from AI are acknowledged transparently in the work.
- 3.4.3. AI is used for support (e.g., idea generation, language checking) and not as a substitute for authentic student work.
- 3.4.4. Unacknowledged or inappropriate use of AI is considered academic misconduct.

3.5. Balance of Probabilities

The principle applied when determining whether an academic integrity breach has occurred: a decision is based on whether the incident is *more likely than not* to have taken place, even if evidence beyond reasonable doubt is unavailable.

3.6. Conflict of Interest

A situation where an individual's judgment in one role is, or could be, compromised by their involvement in another role or relationship. This includes both actual conflicts (e.g., benefiting a family member) and perceived conflicts (e.g., favouritism).

4. ACADEMIC INTEGRITY OBJECTIVES

The objectives of Shirakatsy Lyceum's Academic Integrity Policy are to ensure that the entire school community—students, teachers, parents, and staff—understands and upholds the principles of fairness, honesty, and respect for intellectual property. Academic integrity is seen not only as a matter of compliance, but as a foundation for learning and personal growth.

In alignment with the IB philosophy, the objectives of this policy are to:

- 4.1. **Develop principled learners** who act with integrity and take responsibility for producing authentic, original individual and group work.
- 4.2. **Foster international-mindedness**, encouraging students to respect diverse perspectives and cultures, and to acknowledge the intellectual contributions of others.
- 4.3. **Promote ATL skills** that prevent misconduct and empower lifelong learning:
 - *Research skills* – effective use of sources, correct citation and referencing, responsible use of technology and AI.
 - *Communication skills* – expressing ideas authentically and acknowledging collaboration.
 - *Self-management skills* – meeting deadlines, organizing workload, avoiding shortcuts that compromise integrity.
 - *Thinking skills* – evaluating information critically, making ethical decisions, and reflecting on one's own learning.
- 4.4. **Ensure fairness and equal opportunity** by requiring all assessments to reflect genuine individual achievement, free from any unfair advantage.
- 4.5. **Prevent academic dishonesty** through clear policies, proactive education, and transparent procedures for handling misconduct.
- 4.6. **Support ethical decision-making** so that students can apply principles of honesty and fairness beyond school, in higher education, careers, and civic life.
- 4.7. **Strengthen the role of community** by engaging teachers, programme coordinators, parents, and guardians as partners in promoting integrity and supporting students.

5. SCHOOL MALADMINISTRATION

Academic integrity can be compromised not only by students but also by schools or staff through **maladministration**. This refers to any action by the school, or by an individual associated with it, that infringes either **school procedures** or **IB regulations**, and potentially threatens the integrity of teaching, learning, or assessment. Such incidents may occur before, during, or after the completion of any assessment component.

5.1. Examples of Maladministration

5.1.1. Internal (School-based work and assessments)

- 5.1.1.1. Providing excessive or unauthorized assistance to students during internal assessments, projects, or PYP/MYP exhibitions.
- 5.1.1.2. Failing to apply agreed deadlines, rules, or accommodations consistently across students.
- 5.1.1.3. Allowing unfair access to resources (e.g., giving some students advance guidance not available to others).
- 5.1.1.4. Not documenting sources of information or allowing systematic tolerance of plagiarism in lower grades.
- 5.1.1.5. Poor monitoring of internal exams or class tests.

5.1.2. External (IB Coursework and Examinations)

- 5.1.2.1. Failure to follow IB requirements for secure storage of DP examination papers or digital assessment content.
- 5.1.2.2. Granting additional time or access arrangements without IB authorization.
- 5.1.2.3. Providing excessive or unauthorized assistance to students during the coursework production process.
- 5.1.2.4. Appointing insufficient or untrained invigilators.
- 5.1.2.5. Allowing the subject teacher of the examined course to enter or assist during an IB exam.
- 5.1.2.6. Failing to properly monitor students during examinations, including bathroom visits.
- 5.1.2.7. Unauthorized access to IB exam content before the scheduled time or sharing it within/beyond the school.

5.2. Reporting and Accountability

5.2.1. Internal Reporting:

- 5.2.1.1. Suspected maladministration in school-based assessments must be reported by the teacher to the Programme Coordinator, who investigates in consultation with the Principal.
- 5.2.1.2. All incidents are documented with details of the event, those involved, evidence collected, and actions taken.
- 5.2.1.3. Staff may face disciplinary measures, including warnings, retraining, removal from assessment duties, or—in repeated/severe cases—referral to the school's Board of Directors.

5.2.2. External Reporting (IB-related):

- 5.2.2.1. Any suspected maladministration related to IB assessments or examinations must be reported immediately by the Programme Coordinator or Head of School to the IB, following official procedures.
- 5.2.2.2. All cases must be recorded with details of the incident, those involved, evidence collected, and actions taken.
- 5.2.2.3. Staff involved may lose the right to teach or invigilate IB assessments, and the IB may impose further sanctions.

5.2.3. Student Fairness

When maladministration occurs, students should not be disadvantaged or unfairly penalized.

- 5.2.3.1. **For internal issues:** the school ensures that affected students are given fair opportunities to demonstrate learning (e.g., retaking an internal test under proper conditions).
- 5.2.3.2. **For external issues:** the IB may require affected students to retake an assessment if academic integrity has been compromised.

5.3. Principles of Investigation

- 5.3.1. Investigations must be conducted **fairly, transparently, and based on the balance of probabilities principle**.
- 5.3.2. Staff and students under investigation have the right to present a written statement and to be heard.
- 5.3.3. Confidentiality will be maintained throughout, while ensuring all relevant evidence is documented.

Reference: International Baccalaureate Organization. *Academic Integrity Policy*. 2019 (updated February 2025).

6. STUDENT ACADEMIC MISCONDUCT

Academic misconduct refers to **intentional or unintentional behaviour** by a student that results in an unfair academic advantage for themselves or others, or a disadvantage to other members of the academic community. It applies to **all Shirakatsy Lyceum programmes (PYP, MYP, DP, and High School Authorial Programme (AP))** and to **all forms of assessment, both internal (school-based) and external (IB-regulated)**.

Misconduct may occur at any point of the learning and assessment process—before, during, or after submission or examination—and may involve both written and oral work, classwork, coursework, or examinations.

6.1. Examples of Academic Misconduct (Internal and External):

6.1.1. Coursework and Classroom Learning

- 6.1.1.1. **Plagiarism** – representing the ideas or work of another person as one’s own.
- 6.1.1.2. **Peer plagiarism** – copying from another student, or lending one’s work to another.
- 6.1.1.3. **Collusion** – presenting collaborative work as individual, or intentionally working to produce near-identical submissions.
- 6.1.1.4. **Duplication of work** – submitting the same work, in whole or in part, for different

subjects or tasks.

6.1.1.5. Falsification of data – inventing, altering, or misrepresenting data in any subject or project.

6.1.1.6. Unoriginal/commissioned work – submitting work completed, edited, or generated by a third party (including essay-writing services or unauthorized AI tools).

6.1.1.7. Unethical work – including offensive, discriminatory, or obscene content.

6.1.2. Examinations and Assessments (Internal and IB)

6.1.2.1. Possession of unauthorized material in the examination/assessment room (whether used or not).

6.1.2.2. Misconduct or disruptive behaviour, including refusal to follow invigilator instructions.

6.1.2.3. Exchanging or attempting to exchange information with others during examinations/assessments.

6.1.2.4. Removing or attempting to remove exam/assessment materials (papers, booklets, digital files).

6.1.2.5. Impersonating another candidate, or allowing impersonation.

6.1.2.6. Failing to report an incident of academic misconduct

6.1.2.7. Assisting other student(s) in committing an act of academic misconduct

6.1.2.8. Accessing IB exam and internal assessment papers before the scheduled time.

6.1.2.9. Revealing or discussing IB examination content within 24 hours after the assessment.

6.1.3. Digital and Social Media Misconduct

6.1.3.1. Discussing, sharing, or circulating exam content on digital platforms before the 24-hour restriction period has passed.

6.1.3.2. Using inappropriate or offensive language online in ways that compromise the school's or IB's reputation.

6.1.3.3. Misuse of technology or AI tools, including unacknowledged or unauthorized use in assignments or assessments.

6.1.4. Interference with Academic Integrity Investigations

6.1.4.1. Refusing to cooperate with an investigation.

6.1.4.2. Providing false or misleading information.

6.1.4.3. Attempting to influence or intimidate witnesses.

6.1.4.4. Showing threatening behaviour toward those carrying out investigations.

6.1.5. Forgery or Falsification

6.1.5.1. Altering, forging, or misrepresenting grades, certificates, or transcripts (electronic or hard copy).

6.2. Application of Procedures

6.2.1. Internal Misconduct (School-based work, homework, internal exams, class projects):

Cases are handled according to the school's **internal tiered response system** (Levels 1–4), with educational measures and proportional sanctions applied. Reports are documented in the student's record.

6.2.2. External Misconduct (IB coursework, assessments, or examinations):

In addition to internal procedures, all cases must be **reported to the IB** in accordance with official IB regulations. The IB determines penalties, which may include loss of marks, cancellation of results, or withdrawal of the diploma.

To learn more about the penalties for interfering with an academic misconduct investigation

see [Academic Integrity IBO 2019 \(updated February 2025\)](#).

7. MEASURES FOR ACADEMIC MISCONDUCT

The cases of academic misconduct taking **place during written and oral assignment/coursework and examinations/assessments are categorized into four levels**. Depending on the level of academic misconduct, the subject may be accordingly penalized.

School Procedures

7.1. Level 1

(e.g., poor citation due to lack of training, accidental paraphrasing errors)

7.1.1. Internal Response:

- Educational intervention (teacher guidance, resubmission with corrections, reflective exercise).
- Case recorded in the student's file and reported to Programme Coordinator.
- Parents/guardians are informed of the incident.

7.1.2. Escalation: Not classified as formal misconduct if corrected; considered a “first warning.”

7.2. Level 2

(e.g., plagiarism of larger sections, unauthorized collaboration, first misuse of AI, duplication of work)

7.2.1. Internal Response:

- The student receives a grade of **zero** for the work. In the MYP, this results in a **zero** across all assessment criteria.
- Student writes a **reflection letter** and meets with the Programme Coordinator.
- Parents/guardians formally informed by Counsellors/homeroom teachers.
- Case documented in the student's report card.

7.2.2. School Procedure (First Formal Offense):

- Same as above. No retake opportunity.
- Programme Coordinator and School Principal keep official record.

7.3. Level 3

(e.g., exam misconduct, impersonation, repeated plagiarism, deliberate AI/contract cheating, falsification of data)

7.3.1. Internal Response:

- Work receives **zero**, with no resubmission opportunity.
- Case referred to the **School Principal and Disciplinary Council**.
- Meeting held with student, parents/guardians, subject teacher, Programme Coordinator, Counsellor, and Psychologist.

7.3.2. School Procedure (Second Formal Offense):

- Same as above, with stronger disciplinary emphasis.

7.3.3. External Response (IB):

- If related to external assessment or examination, the case is reported to the IB.
- IB investigation and penalties applied according to IB's penalty matrix.

7.4. Level 4

(e.g., systematic contract cheating, multiple offenses across subjects, exam paper leaks, repeated exam misconduct)

7.4.1. Internal Response:

- The case escalated immediately to the **School Principal and Disciplinary Council**.
- The student faces an **indefinite suspension** pending final decision.
- **Disciplinary Council** may recommend **expulsion** from Shirakatsy Lyceum.

7.4.2. School Procedure (Third Formal Offense):

- Same as above; disciplinary review until expulsion decision is reached.

7.4.3. External Response (IB):

- The case is formally reported to the IB.
- IB may impose sanctions including cancellation of results, withdrawal of diploma eligibility, or disqualification of work.

8. INTERNAL REPORTING PROCEDURES

Shirakatsy Lyceum maintains a clear and transparent system for reporting and documenting cases of academic misconduct or maladministration. These procedures ensure fairness, accountability, and consistency across all programmes and grade levels.

8.1. Step 1: Identification of Concern

- 8.1.1. The subject teacher or invigilator who identifies suspected misconduct documents the concern in writing, providing evidence (e.g., copied text, Turnitin report, exam irregularity notes).
- 8.1.2. The teacher communicates the case with the student to clarify the incident .

8.2. Step 2: Initial Reporting

- 8.2.1. The teacher submits a written report of the incident to the **Programme Coordinator** (PYP, MYP, or DP/AP).
- 8.2.2. The student has to submit a written statement and to be heard in the review process.
- 8.2.3. Minor cases in the PYP may be addressed at the classroom level as teaching moments, but still require brief documentation.

8.3. Step 3: Review by Coordinator

- 8.3.1. The Programme Coordinator reviews the reports, classifies the level of misconduct (minor, moderate, serious, or severe), and determines next steps.
- 8.3.2. If appropriate, the Coordinator consults with the teacher, the School Principal, and the Disciplinary Council.

8.4. Step 4: Communication with Parents and Student

- 8.4.1. Parents/guardians are informed promptly about the case, either by the teacher, Counsellor, or Coordinator, depending on severity.

8.5. **Step 5: Decision and Documentation**

- 8.5.1. A decision is made on consequences following the **tiered response system** outlined in this policy.
- 8.5.2. The outcome is documented and added to the student's academic record.
- 8.5.3. In serious or repeated cases, the student, parents, Coordinator, and Principal meet to discuss the decision and future steps.

8.6. **Step 6: Escalation to IB (if applicable)**

For cases involving IB assessments or examinations, the Programme Coordinator ensures that the incident is reported to the IB according to official procedures.

9. ROLES AND RESPONSIBILITIES IN ENSURING ACADEMIC INTEGRITY IN THE SCHOOL COMMUNITY

9.1. **The School (Leadership Team & Administration)**

The school sets the tone for academic integrity and ensures systems are in place to prevent misconduct.

The school will:

- 9.1.1. Review and update the Academic Integrity Policy every **two years**, in consultation with staff, students, and parents, and in alignment with IB updates.
- 9.1.2. Ensure the policy is **accessible to the community** (website, student/parent handbooks, orientation sessions).
- 9.1.3. Provide **regular training and workshops** for teachers, staff, and parents on academic integrity and IB regulations.
- 9.1.4. Monitor examination procedures, secure storage of IB materials, and adherence to IB regulations.
- 9.1.5. Ensuring staff and students have access to plagiarism-detection and AI-monitoring tools; Shirakatsy Lyceum specifically uses the **Turnitin platform (www.turnitin.com)** for checking originality and proper referencing.
- 9.1.6. Establish and follow clear **procedures for reporting and investigating misconduct and maladministration**, both internally and to the IB.

9.2. **Programme Coordinators**

Programme Coordinators are responsible for promoting and maintaining integrity across IB programmes.

They will:

- 9.2.1. Model ethical behaviour and demonstrate principled decision-making in all actions.
- 9.2.2. Ensure **all staff receive training** in academic integrity regulations.
- 9.2.3. Communicate requirements, subject guidelines, and deadlines to students and parents.
- 9.2.4. Organize **student assemblies and parent workshops** on integrity at least twice per academic year.
- 9.2.5. Ensure compliance with IB rules on secure storage, assessment procedures, and exam conduct.
- 9.2.6. Report cases of student misconduct and school maladministration to school leadership and,

when required, to the IB.

9.2.7. Guide teachers in integrating integrity into curriculum and ATL skills development.

9.3. Teachers

Teachers are the first line of guidance and enforcement in classrooms. They will:

- 9.3.1. Integrate **academic integrity into teaching and learning**, particularly through ATL skill-building (research, communication, self-management).
- 9.3.2. Explicitly teach students how to **cite and reference** using **MLA 9** style and provide examples of good practices.
- 9.3.3. Use plagiarism- and AI-detection tool (www.turnitin.com) where appropriate.
- 9.3.4. Give feedback without over-editing student work or providing excessive assistance.
- 9.3.5. Monitor student behaviour during examinations and assessments.
- 9.3.6. Address suspected misconduct immediately, documenting cases and informing the Programme Coordinator.
- 9.3.7. Serve as **role models of ethical behaviour**, ensuring their own teaching materials follow integrity standards.
- 9.3.8. Sign Academic Integrity Pledge (see Appendix).
- 9.3.9. Participating in the review of the Academic Integrity policy.

9.4. Students

Students are expected to act as principled learners and uphold academic honesty at all times. They are responsible for:

- 9.4.1. Producing authentic, original work in both individual and collaborative tasks.
- 9.4.2. Acknowledging all sources of ideas, texts, images, and data accurately and responsibly.
- 9.4.3. Properly implementing the **MLA 9 citation style**, which is the standard accepted at both Shirakatsy Lyceum and the IB.
- 9.4.4. Using AI and digital tools transparently, declaring their use where appropriate, and never presenting AI-generated work as their own.
- 9.4.5. Abstaining from receiving **non-permitted assistance** in the completion or editing of work, including help from friends, relatives, other students, private tutors, essay-writing or copy-editing services, pre-written essay banks, or file-sharing websites.
- 9.4.6. Meeting internal deadlines to reduce risks of misconduct and managing workload responsibly.
- 9.4.7. Following IB examination regulations, including the **24-hour rule** on sharing exam content.
- 9.4.8. Reporting any cases of misconduct or maladministration they become aware of.
- 9.4.9. Signing the **Academic Integrity Pledge** annually, affirming their understanding of and commitment to academic integrity.
- 9.4.10. Participating in the review of the Academic Integrity policy.

9.5. Parents and Legal Guardians

Parents and guardians support academic integrity by reinforcing values at home. They are expected to:

- 9.5.1. Read and understand the school's Academic Integrity Policy and IB materials.
- 9.5.2. Refrain from providing **excessive or unauthorized assistance** to their children.

- 9.5.3. Avoid engaging in or supporting academic dishonesty (e.g., rewriting work, hiring external editors, using essay banks or unauthorized AI tools).
- 9.5.4. Encourage their children to plan, meet deadlines, and act honestly in all schoolwork.
- 9.5.5. Participate in **parent workshops** and contribute feedback to the policy review process.
- 9.5.6. Sign the **Academic Integrity Pledge**, confirming their role as partners in fostering a culture of honesty.

10. LINKS WITH OTHER POLICIES

The Academic Integrity Policy does not exist in isolation but is closely connected to other policies that guide teaching, learning, assessment, and student well-being at Shirakatsy Lyceum. Together, these policies ensure a coherent framework for ethical practice, fairness, and inclusion across the school.

This policy should be read in conjunction with the following documents:

- **Assessment Policy** – outlines assessment principles, practices, and procedures across all programmes; emphasizes criterion-referenced assessment and authentic evidence of learning.
- **Inclusion and Equity Policy** – ensures that all students are given fair opportunities to demonstrate their learning, with appropriate access arrangements and accommodations that reduce risks of academic misconduct.
- **Language Policy** – sets expectations for language learning, communication, and citation across languages, supporting clarity and accuracy in academic work.
- **Child Protection and Safeguarding Policy** – reinforces the school’s responsibility to ensure that students’ rights and dignity are respected, including ethical treatment of their work and intellectual contributions.
- **Code of Conduct (for staff and students)** – defines expected behaviours, including honesty, respect, and responsibility, which underpin academic integrity.
- **Digital Citizenship / IT Acceptable Use Policy** – provides guidance for responsible and ethical use of technology, social media, and AI tools in line with academic integrity principles.
- **Complaints Policy** – outlines the procedures for students and parents to raise concerns about fairness in assessment, investigations, or sanctions related to academic misconduct.

11. SOURCES USED

- ❖ [Academic Integrity IBO 2019 \(updated February 2025\).](#)
- ❖ Diploma Programme Academic honesty, IBO, updated 2011
- ❖ Academic Honesty in the International Context , IBO 2014
- ❖ Academic honesty –From principles to practice
- ❖ Assessment Procedures, IBO, 2026

- ❖ [Effective citing and referencing, IBO, 2022](#)
- ❖ [General Regulations: Diploma Programme, IBO](#)
- ❖ International Baccalaureate. (2014). Academic honesty in the Diploma Programme. International Baccalaureate Organization.
- ❖ International Baccalaureate. (2014). Academic honesty in the Middle Years Programme. International Baccalaureate Organization.
- ❖ International Baccalaureate. (2020). Programme standards and practices. International Baccalaureate Organization.
- ❖ [MLA Citation Guide \(MLA 9th Edition\)](#)

Sources of Support note

The review committee acknowledges the use of AI-assisted tools (e.g., ChatGPT by OpenAI) during the review process, specifically to support language refinement and clarity. All substantive content and decisions were determined by the school's policy team.

12. APPENDIX: ACADEMIC INTEGRITY PLEDGE

12.1. Student's Academic Integrity Pledge

For Students

I, _____, confirm that I have read and understood Shirakatsy Lyceum's Academic Integrity Policy. I acknowledge that:

- My work must be authentic, original, and produced with honesty.
- I will properly apply the MLA 9 citation style when using sources, ideas, or data from others.
- I will use AI and digital tools responsibly, declaring their use transparently and never presenting AI-generated work as my own.
- I will abstain from receiving or providing non-permitted assistance, including from friends, relatives, tutors, essay banks, or file-sharing websites.
- I will respect the IB's rules on examinations, including the 24-hour rule regarding the sharing of exam content.
- I understand that breaches of academic integrity can result in disciplinary action by Shirakatsy Lyceum and, where applicable, the IB.

Signature (Student): _____ Date: _____

Graduation Year: _____

12.2. Parent's/Legal Guardian's Academic Integrity Pledge

I, _____, as the parent/legal guardian of the above student, confirm that I have read and understood Shirakatsy Lyceum's Academic Integrity Policy. I commit to:

- Supporting my child in upholding honesty and fairness in all academic work.
- Refraining from providing **unauthorized assistance** in the completion or editing of work.
- Collaborating with the school in cases where my child may have committed misconduct, whether intentional or unintentional.
- Encouraging responsible use of time, technology, and resources.

Signature (Parent/Guardian): _____ **Date:** _____

12.3. Teacher's Academic Integrity Pledge

I, _____, as a teacher at Shirakatsy Lyceum, affirm my responsibility to model and uphold the principles of academic integrity. I commit to:

- Embedding academic integrity into my teaching, learning activities, and assessment design.
- Explicitly instructing students in correct **MLA 9 citation and referencing practices**, modeling these standards in my own materials.
- Using plagiarism- and AI-detection tools (such as Turnitin) appropriately to verify originality of student work.
- Providing guidance and feedback that supports learning without giving excessive or unauthorized assistance.
- Respecting IB regulations on assessment conduct, secure storage of materials, and examination procedures.
- Reporting any suspected cases of academic misconduct or maladministration to the Programme Coordinator in a timely and transparent manner.
- Acting with honesty, fairness, and professionalism in all interactions, serving as a role model of integrity for students and colleagues.

Signature (Teacher): _____ **Date:** _____

This Academic Integrity Policy is a dynamic document that is reviewed every **two years** to ensure alignment with IB regulations, evolving educational practices, and the needs of the Shirakatsy Lyceum community. The review process involves consultation with school leadership, programme coordinators, teachers, students, and parents.

Version	Date of Approval	Reviewed by	Key Changes / Notes
v1.0	September 2018	School Leadership Team	Initial draft of Academic Integrity Policy created.
v2.0	September 2020	Programme Coordinators, Teachers	Updated with new IB guidelines (2019 Academic Integrity).
v3.0	September 2022	School Leadership, Coordinators, Parents' Council, Student Council	Fully revised to align with IB Academic Integrity Policy (2025), PSP 2020,
v4.0	September 2024	To be scheduled	AI-use guidelines, MLA 9 citation standard, and tiered response system.