



Academic Integrity Policy and Practices

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Table of Contents

1.	<i>Introduction</i>	3
1.a	Guiding statements	3
1.b	Academic Integrity Policy Purpose and Scope	3
1.c	Policy review and approval process	4
2.	<i>Academic Integrity at Adria International School</i>	6
2.a	Adria International School Philosophy of Academic Integrity	6
2.b	Core Principles of Academic Integrity	6
2.c	Alignment with the IB Learner Profile	7
3.	<i>Definitions and Key Concepts</i>	8
3.a	Academic Integrity and Expectations	8
3.b	Academic Malpractice	8
3.c	Common Forms of Academic Malpractice	9
3.d	School Maladministration	10
4.	<i>Roles and Responsibilities</i>	12
4.a	IB Coordinators (PYP, MYP, and DP)	12
4.b	Teachers	12
4.c	Librarian / Research Support Staff	12
4.d	Students	13
4.e	Families and Guardians	13
4.f	School Leadership Team	13
5.	<i>Procedures for Addressing Academic Integrity Breaches</i>	14
5.a	Investigation and Reporting Process	14
5.b	Consequences and Disciplinary Measures	14
5.c	Support and Education Following Incidents	15
5.d	Academic Integrity in IB External Assessments	15
5.e	Penalty Matrices for Student Academic Misconduct	17
6.	<i>Promoting Academic Integrity at Adria International School</i>	20
6.a	Curriculum Integration	20
6.b	Professional Development for Staff	20
6.c	Resources and Student Guidance	21
7.	<i>Academic Integrity Across Programmes</i>	23
7.a	Early Years Approach to Academic Integrity	23
7.b	PYP Academic Integrity Expectations and Teaching	23
7.c	Academic Integrity and the PYP Exhibition	24
7.d	MYP Academic Integrity Expectations and Procedures	24
7.e	The MYP Personal Project	26
7.f	DP Academic Integrity Framework	26
7.g	The DP Extended Essay	27
8.	<i>Use of Technology and Academic Integrity</i>	28
8.a	Guidelines for Use of Digital Tools and Internet	28
8.b	Use of Plagiarism Detection Software	28
8.c	Responsible Digital Citizenship	28
9.	<i>Links to Related School Policies</i>	30
10.	<i>References</i>	31
	<i>Appendix A: Examples of Citation and Referencing (MLA Style)</i>	32

1. Introduction

1.a Guiding statements

Adria International School Mission

The mission of Adria International School is to offer high-quality education for the future, with the goal of nurturing internationally aware lifelong learners capable of contributing to a more sustainable and peaceful world.

Adria International School Vision

By creating a school culture that ensures excellence, we see Adria as a community which, owing to its international orientation and motivated and capable team, is ready to become an educational leader in the region, realizing thus the common goals for its students, their parents, as well as the local and wider global community it belongs to.

Adria International School Values

International orientation, Cooperation, Integrity, Respect and Assertiveness, Responsibility, Inclusivity

International Baccalaureate (IB) mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

1.b Academic Integrity Policy Purpose and Scope

The purpose of this Academic Integrity Policy is to clearly articulate Adria International School's commitment to fostering a culture of honesty, trust, and ethical behaviour throughout all IB programmes offered at the school. It aims to provide transparent guidance for students, teachers, staff, and parents regarding expectations for academic honesty, and to outline consistent procedures for preventing, identifying, and addressing breaches of academic Integrity.

This policy applies to all members of the school community and covers all forms of academic work, including written assignments, presentations, examinations, projects, collaborative tasks, and digital learning activities. It serves as a foundation for cultivating lifelong skills of responsible inquiry, independent thinking, and respectful collaboration.

Specifically, this policy will:

- Promote an understanding of academic Integrity as a fundamental value underpinning the IB philosophy and the development of principled learners.

- Define what constitutes academic dishonesty, including but not limited to plagiarism, cheating, collusion, fabrication, and duplication of work.
- Establish clear expectations for academic honesty appropriate to different developmental stages across Early Years, PYP, MYP, and DP learners.
- Support teaching and learning practices that encourage students to develop ethical research and study skills, including proper citation and responsible use of resources.
- Provide a fair, transparent, and educational approach to handling incidents of academic misconduct, prioritizing student learning and growth.
- Engage parents and guardians as partners in upholding academic integrity by fostering open communication and shared responsibility.
- Ensure alignment with IB Programme Standards and Practices, as well as with national and international educational best practices.

By implementing this policy consistently across all programmes, Adria International School strives to uphold the highest standards of academic honesty, helping students become reflective, responsible, and principled members of both the school and the global community. It provides guidance and education to students and staff to develop ethical research and study skills.

1.c Policy review and approval process

Adria International School's Academic Integrity Policy is a living document, regularly reviewed to ensure alignment with the IB standards, our school's mission, and the changing needs of our school community.

The policy undergoes a formal evaluation every two years. Feedback is gathered from the school community to assess effectiveness and relevance.

The policy may be revised outside the standard cycle if significant changes occur (e.g., new local legal regulations), the IB requirements or school strategic priorities are updated, or pedagogical research or assessment data highlights areas for improvement.

Proposed revisions are submitted to the Head of School and the school leadership for approval. Once ratified, the updated policy is shared with all stakeholders and published in the school's official documentation.

To ensure that the Academic Integrity Policy is fully understood and embraced by the entire school community, it is communicated to students and families at the beginning of each school year, and made available on the school website and learning management system (Toddle). During enrollment and

orientation, parents and students are informed of the expectations and possible consequences in accordance with Croatian educational regulations.

The policy is aligned with *Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*, *Pravilnik o kriterijima za izricanje pedagoških mjera*, and the Statute of Adria International Primary and Secondary School.

2. Academic Integrity at Adria International School

2.a Adria International School Philosophy of Academic Integrity

Academic integrity is an essential part of teaching and learning in IB programmes, where students engage in inquiry and reflection as core learning processes. Students are required to act responsibly and ethically throughout their participation in the International Baccalaureate programs. At Adria International School, we encourage students to develop a strong sense of agency and responsibility for the world around them. Academic integrity plays a vital role in fostering these qualities.

We believe it is essential that all teachers, regardless of subject, provide consistent and accurate guidance on how to collaborate effectively, properly cite sources, and support a transparent learning environment so that students complete their tasks with integrity from the outset. These formative years are critical for character development; equipped with skills to work independently, Adria International School students are encouraged to become lifelong learners. Assignments incorporate critical thinking skills that challenge students to research independently, synthesize ideas, or collaborate creatively.

At Adria International School, we promote strong values and ethical behaviour not only because this aligns with the expectations of the IB, but also because building and maintaining a culture of academic integrity, trustworthiness, and principled behaviour is a shared responsibility among students, staff, and parents. These skills support students beyond the classroom, preparing them for ethical challenges in higher education and professional life.

2.b Core Principles of Academic Integrity

Our approach to academic integrity is grounded in the following core principles, which guide the behaviours and decisions of our school community:

- **Honesty:** Being truthful and transparent in academic work and interactions, fostering trust and genuine learning.
- **Fairness:** Ensuring equitable treatment and respect for rules to provide all learners with equal opportunities.
- **Responsibility:** Owning one's learning and actions, understanding the consequences, and committing to ethical conduct.
- **Respect:** Valuing the intellectual property and ideas of others through proper citation and collaboration with integrity.
- **Courage:** Approaching challenges with determination and maintaining ethical standards, even when difficult.

These principles are foundational to cultivating an environment where academic honesty is expected, understood, and practiced consistently.

2.c Alignment with the IB Learner Profile

Academic honesty at Adria International School is deeply informed by the IB Learner Profile attributes. All members of the IB community are called to be "principled," acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere." Through practicing academic Integrity, students develop key IB Learner Profile attributes such as:

- **Principled:** Acting with Integrity and honesty, taking responsibility for actions, and respecting the rights and dignity of others.
- **Thinkers:** Using critical and creative thinking skills to analyse problems and make ethical, reasoned decisions.
- **Risk-takers:** Approaching uncertainty with forethought and determination, exploring new ideas independently and collaboratively with Integrity.
- **Reflective:** Thoughtfully considering learning experiences, assessing strengths and limitations to support ongoing growth.

In alignment with the IB mission, Adria International School champions the development of inquiring, knowledgeable, and caring young people who contribute to a more peaceful world through intercultural understanding and respect. The IB's programmes encourage students worldwide to become active, compassionate, and lifelong learners who appreciate that others, with their differences, can also be right.

3. Definitions and Key Concepts

3.a Academic Integrity and Expectations

All members of the Adria International School community share responsibility for upholding academic integrity. The following outlines specific expectations for students and teachers to support this commitment:

Student Responsibilities

- Act with honesty and responsibility in all academic work, ensuring submitted work is their own and sources, including artificial intelligence tools, are appropriately acknowledged.
- Understand and avoid all forms of academic malpractice, including *plagiarism, collusion, duplication, fabrication, and unauthorized use of materials*.
- Seek guidance from teachers when uncertain about proper citation, collaboration, or any aspect of academic Integrity.
- Submit work on time and adhere to all IB regulations and Adria International School policies.
- Engage in learning processes authentically, valuing reflection and personal growth.

Teacher Responsibilities

- Provide clear, consistent guidance about academic integrity principles and practices in their subject areas.
- Model ethical behaviour in their teaching, assessment, and communication with students.
- Teach skills related to academic integrity, including how to use and cite sources, conduct research ethically, and collaborate appropriately.
- Use assessment practices – as defined by the Assessment Policy – that discourage malpractice and promote fairness and transparency.
- Identify and address suspected malpractice promptly and fairly, following IB and school procedures.
- Support students in developing a strong sense of academic responsibility and agency.

Together, these expectations foster a learning environment rooted in trust, fairness, and respect — core values that are essential for the development of principled, reflective, and ethical lifelong learners in the IB community.

3.b Academic Malpractice

Academic malpractice refers to any behaviour that gives an unfair advantage to a student or affects the results of another student in an assessment or learning activity. It undermines the integrity and fairness of the educational process and includes, but is not limited to:

- ***Collusion***: Supporting malpractice by another candidate, such as allowing one's work to be copied or submitted by another. Students must ensure their submitted work is independently produced, even when working collaboratively.
- ***Plagiarism***: Representing the ideas or work of another person as one's own, whether intentionally or unintentionally. Indicators include inconsistent writing style, inappropriate referencing, or signs of copy-pasting from external sources.

- **Duplication of Work:** Submitting the same or substantially similar work for different assessment components without prior authorization.
- **Submitting Work Commissioned or Edited by Third Parties:** Presenting work significantly different in quality or style from one's own, including work obtained through essay-writing services or excessive external help. Authorized help could include support like basic proofreading, but excessive rewriting is not acceptable.
- **Fabrication of Data:** Inventing or falsifying information, statistics, or evidence in assessment tasks or service records, such as inventing survey responses or altering research results.
- **Using Unauthorized Material or Equipment:** Employing prohibited materials or devices during assessments.
- **Examination Misconduct:** Actions that disrupt exams or give unfair advantage, including impersonation, sharing exam content prematurely, or failing to comply with invigilator instructions.
- **Any Other Behaviour That Gains an Unfair Advantage or Affects Other Candidates' Results.**

This list is not exhaustive; any behaviour that compromises fairness or honesty in academic work is considered malpractice.

3.c Common Forms of Academic Malpractice

The following table summarizes common types of academic malpractice, with definitions, examples, and strategies to avoid them.

Type	Definition	Examples	How to Avoid
Collusion	Supporting malpractice by another student, such as allowing work to be copied or submitted by another student.	- Letting another student copy your homework. - Submitting collaboratively produced work as an individual. - Sharing answers in exams.	Work independently unless collaboration is explicitly allowed. Consult your teacher if unsure.
Plagiarism	Representing someone else's ideas or work as your own.	- Copy-pasting text without citation. - Using others' ideas without credit. - Inconsistent writing style in your work.	Always credit sources. Use proper citations. Seek guidance when unsure.
Duplication of Work	Submitting the same or similar work for multiple assessments without permission.	- Using a past assignment for a new task. - Submitting identical work for different subjects.	Create original work for each assignment. Ask teachers before reusing work.
Submitting Third-Party Work	Presenting work done by others as your own.	- Work significantly better or differently than your usual.	Submit only your work. Seek authorized help such as peer feedback or teacher

Type	Definition	Examples	How to Avoid
		- Using essay-writing or editing services improperly.	guidance, and acknowledge it appropriately.
Fabrication of Data	Inventing or falsifying information in assessments.	- Making up research data or evidence. - Falsifying service or project records.	Use truthful and accurate data only.
Using Unauthorized Materials	Using prohibited items during assessments.	- Cheat sheets or devices during exams. - Unauthorized notes.	Follow all rules and instructions strictly.
Examination Misconduct	Disrupting or dishonest behaviour in exams.	- Sharing exam info prematurely. - Impersonation. - Ignoring the invigilator's directions.	Comply fully with exam regulations.
Seeking Unfair Advantage	Trying to manipulate grades or assessment outcomes.	- Misrepresenting performance to gain higher grades. - Parents requesting unjustified grade changes.	Accept grades based on merit. Work on improving through feedback.

3.d School Maladministration

School maladministration refers to any action, or failure to act, by school staff or the institution that leads to a breach of IB regulations or compromises the integrity, security, or fairness of IB assessments. This includes errors or negligence in the administration, management, or supervision of assessments and examinations.

Examples of Maladministration

- Failure to follow IB assessment and examination procedures.
- Breach of confidentiality concerning examination materials or candidate information.
- Inappropriate handling or storage of examination papers or assessment tasks.
- Errors in recording or reporting student marks or grades.
- Insufficient supervision during assessments leading to opportunities for malpractice.
- Miscommunication or failure to provide clear instructions to students or staff regarding assessment policies.

School Commitment

Adria International School is committed to preventing maladministration by:

- Providing thorough training for all staff involved in assessments and examinations.
- Establishing clear and detailed procedures aligned with IB standards.
- Ensuring secure handling and storage of all assessment materials.
- Monitoring and reviewing assessment processes regularly to identify and address risks.
- Encouraging a culture of transparency and accountability among staff.
- Continually reviewing its policies and practices to minimize risks of maladministration.

Reporting and Consequences

Any suspected maladministration must be reported immediately to the IB Coordinator or designated school authority. Investigations will be conducted promptly and confidentially, in accordance with IB guidelines. If maladministration is confirmed, the school will take corrective action, which may include retraining staff, revising procedures, or, in serious cases, disciplinary measures. The school will also report incidents to the IB as required to ensure compliance and maintain the integrity of the IB programmes. Confidentiality during reporting is respected, but transparency with relevant parties is maintained.

4. Roles and Responsibilities

Successful implementation of the Academic Integrity Policy requires active participation and collaboration from all members of the school community. This section outlines the specific roles and responsibilities assigned to each group to uphold the standards of academic honesty and ethical behaviour

4.a IB Coordinators (PYP, MYP, and DP)

- Contribute to developing, reviewing, and updating the Academic Integrity Policy regularly in consultation with teachers, students, and parents to ensure alignment with IB standards and evolving best practices.
- Promote awareness of academic Integrity throughout the school community via workshops, meetings, and communications.
- Provide professional development and resources for teachers to support teaching of academic integrity principles and skills.
- Oversee and coordinate the management of academic malpractice cases, ensuring IB protocols are followed.
- Serve as the liaison with the IB regarding any academic integrity concerns or investigations.
- Monitor implementation and collect data or feedback to report on the Policy's effectiveness to school leadership.

4.b Teachers

- Model integrity and ethical behaviour in all professional interactions and instructional practices.
- Create a classroom culture that encourages students to ask questions and seek help regarding academic honesty without fear of reprimand.
- Teach students the skills necessary to uphold academic integrity, including proper research, citation, collaboration, and critical thinking skills.
- Embed academic integrity education within ATL skills development across all subjects.
- Communicate clearly with students about academic expectations, assessment rules, and consequences of malpractice.
- Vigilantly monitor student work and assessments to identify possible malpractice.
- Report any suspected malpractice incidents promptly to the relevant IB coordinator following school procedures.
- Apply consistent and fair consequences – as described in school's Behavior Policy – when academic integrity violations occur and use breaches as learning opportunities to reinforce Integrity.

4.c Librarian / Research Support Staff

- Assist students and teachers in understanding and practicing ethical research methods.
- Provide instruction on identifying credible sources, avoiding plagiarism, and correctly citing references.

- Provide instruction on digital literacy, ethical use of online sources, and citation management tools.
- Maintain and promote access to reliable academic resources and citation tools.

4.d Students

- Commit to acting with integrity in all academic work, understanding that academic malpractice undermines their learning and the school community.
- Learn and apply appropriate research, writing, and citation skills as part of their ATL development.
- Seek guidance proactively from teachers, coordinators, or librarians when uncertain about academic integrity issues.
- Adhere to deadlines, assessment guidelines, and the Academic Integrity Policy in all submissions.
- Acknowledge receipt and understanding of the Academic Integrity Policy by signing a student agreement form upon enrollment.
- Reflect on their work and learning processes to ensure they uphold academic integrity.

4.e Families and Guardians

- Reinforce the values of honesty and integrity at home by supporting the school's Academic Integrity Policy.
- Encourage responsible learning behaviours and discourage shortcuts or dishonesty.
- Communicate openly with teachers and coordinators regarding any academic concerns.
- Be familiar with the school's procedures and consequences related to academic malpractice, particularly for work done outside school hours or environments.
- Model honesty and integrity in their behaviours as role models for their children.

4.f School Leadership Team

- Ensure that adequate resources, training, and support are provided for effective implementation of the Academic Integrity Policy.
- Allocate time for ongoing staff professional development on academic integrity best practices – as outlined in the school's policies and relevant IB documents.
- Foster a whole-school culture that values academic integrity and ethical learning.
- Support coordinators and teachers in managing academic integrity cases in accordance with IB and school procedures.
- Review policy effectiveness regularly and oversee timely policy updates.
- Ensure transparent communication with all stakeholders regarding academic integrity expectations and any changes to the policy.

5. Procedures for Addressing Academic Integrity Breaches

Adria International School is committed to upholding academic integrity by responding promptly and fairly to all breaches. All procedures follow the principles of progression (postupnost), proportionality (proporcionalnost), fairness (pravednost), and timeliness (pravodobnost), in accordance with *Pravilnik o kriterijima za izricanje pedagoških mjera* (NN 94/15, 3/17) and with IB regulations. The aim of all responses is educational and corrective, helping students learn from mistakes, develop ethical behaviour, and restore trust in the learning community.

5.a Investigation and Reporting Process

- **Detection and initial review:**
Teachers may use plagiarism detection tools (e.g., Turnitin, originality reports) and professional judgment to identify potential breaches.
- **Student right to respond:**
When a teacher suspects an academic integrity breach, the student is given an opportunity to review the concern, explain their actions, and provide evidence. This ensures fairness, transparency, and respect for student voice.
- **Documentation:**
If the breach is confirmed, the teacher records the incident, including evidence, dates, student statement, and any communication with the family. Documentation is stored securely in accordance with child protection and data protection laws.
- **Referral when necessary:**
Serious or repeated breaches are referred to the relevant IB Coordinator, who may conduct a further investigation together with the subject teacher and homeroom teacher.
- **Parent communication:**
Parents/guardians are informed of all confirmed breaches that result in a formal measure. Serious or repeated breaches require a meeting with the student, family, teacher, and IB Coordinator.
- **Timeliness:**
Investigations and decisions are made within a reasonable timeline to ensure students receive fair consequences while continuing their learning without delay.

5.b Consequences and Disciplinary Measures

Consequences are applied using a tiered, proportional approach that reflects the severity, intent, and frequency of the breach, in alignment with *Pravilnik o kriterijima za izricanje pedagoških mjera*. Measures are progressive and educational rather than punitive.

In every case, the school focuses on restoring trust through education, reflection, and skill building. Students receive guidance on how to avoid future breaches and improve research and citation skills.

- **Distinction Between Collaboration and Collusion:**

- Legitimate collaboration is encouraged where appropriate and clearly defined by teachers.
- Unacceptable collusion—such as sharing answers or submitting shared work as individual effort—is subject to disciplinary action as academic malpractice.

5.c Support and Education Following Incidents

- **Learning Opportunities:**

Following any incident, students are provided with additional instruction or resources to strengthen their understanding of academic Integrity, citation practices, and ethical research skills. The school promotes a growth mindset by viewing mistakes as opportunities for learning and development.

- **Restorative Practices:**

The school encourages reflective conversations with students about the impact of academic malpractice and fosters a commitment to personal growth and ethical learning.

- **Ongoing Guidance:**

Teachers, coordinators, and librarians remain available to support students proactively, ensuring that all learners understand expectations and have the tools to succeed honestly.

All outcomes and measures are recorded in the student's pastoral and academic documentation, in line with legal requirements and the school's Statute. The school may also recommend additional academic integrity workshops, research skills sessions, or meetings with the librarian or counselor as part of restorative practice.

5.d Academic Integrity in IB External Assessments

At Adria International School, the expectations of academic integrity extend to all components of the International Baccalaureate (IB) programmes, including externally assessed work and examinations. The school is committed to upholding the principles outlined in the *IB Academic Integrity Policy (2025)*, and all stakeholders—students, teachers, coordinators, and administrators—must ensure that assessments submitted to the IB represent the authentic work of the student.

Students must:

- Ensure that all IB assessment tasks (e.g., extended essays, internal assessments, oral commentaries) are their original work.
- Properly acknowledge all sources of information, ideas, images, and data using appropriate referencing methods.

- Complete all assessment components under the conditions specified by their teachers and the IB.
- Refrain from any form of academic malpractice during IB examinations, including the use of unauthorized materials or communication.

Before submitting final IB coursework, students will be required to sign a declaration of authenticity confirming that the work submitted is their own. Any breach of this declaration may result in the work being declared ineligible for assessment.

Teachers must:

- Communicate expectations regarding academic Integrity for each IB assessment component.
- Use strategies (e.g., Turnitin or originality checks) to verify the authenticity of student work before submission.
- Report any suspected academic malpractice to the IB Programme Coordinator immediately.
- Avoid providing unpermitted assistance or over-editing student work, in line with subject-specific guidance.
- Teachers adhere strictly to IB guidelines regarding teacher support and editing, ensuring the student's work remains authentic.

The Coordinator is responsible for:

- Ensuring all students and staff understand the IB's expectations related to academic Integrity.
- Training teachers on the boundaries of permissible guidance and support.
- Submitting all required declarations of authenticity and other official forms to the IB.
- Reporting any suspected or confirmed cases of academic malpractice through the IB's *Academic Integrity Form* in a timely and transparent manner.

The school must follow the procedures outlined by the IB if academic malpractice is suspected in externally assessed work or during formal IB examinations, which include:

- An internal investigation by the school in consultation with the coordinator and relevant staff.
- Submission of a full report to the IB, including any supporting documentation.
- Review by the IB Final Award Committee.

The IB may apply one or more of the following sanctions if malpractice is confirmed:

- No grade awarded for the affected subject(s)
- Disqualification from receiving the MYP Certificate or IB Diploma

- Withholding of examination results

Specific examination procedures and conduct requirements for each examination session are published by the IB and are subject to periodic updates. These include:

- Regulations on candidate behaviour, timing, authorized materials, and invigilation protocol.
- Expectations regarding confidentiality, digital security, and examination room conditions.

Adria International School is responsible for:

- Reviewing IB updates related to examination conduct and academic integrity.
- Ensuring that students, parents, teachers, and invigilators are informed of relevant regulations and changes in a timely and accessible manner.
- Providing all candidates with the *IB Conduct of the Examinations* document prior to the exam period and clarifying expectations during pre-exam briefings.

Training for Invigilators

Adria International School ensures that all examination invigilators receive comprehensive training on IB examination protocols and academic integrity standards. This training includes:

- Understanding the rules and regulations governing IB assessments and examinations.
- Procedures for maintaining exam security and confidentiality.
- Recognizing and managing potential academic malpractice or misconduct during exams.
- Clear communication of expectations and conduct requirements to candidates.
- Protocols for reporting suspected breaches or irregularities are in place to ensure prompt and confidential reporting.

Regular refresher sessions are conducted to keep invigilators updated on any changes in IB policies or examination procedures, ensuring consistent and fair examination administration.

5.e Penalty Matrices for Student Academic Misconduct

To ensure consistency with International Baccalaureate (IB) standards and expectations, the school adopts the official IB penalty matrices as outlined in the *IB Academic Integrity Policy* (updated February 2025).

The IB applies a tiered system of penalties according to the severity and intent of the infringement.

Levels of penalty

Level	Description	Typical Consequence (Aligned with NN 94/15)
Level 1	Minor or inadvertent infringement with limited impact on authenticity or fairness.	Verbal warning + educational corrective action (e.g., reflection task, meeting with teacher, re-submission with correct citation).
Level 2	Clear evidence of misconduct affecting one component (minor plagiarism, unauthorized assistance).	<i>At the school level:</i> Written warning (opomena), parent notification and zero marks for the affected component + educational corrective action (e.g., reflection task, meeting with teacher, re-submission with correct citation). <i>IB External Assessments:</i> Written warning (opomena), parent notification and zero marks for the affected component + educational corrective action (e.g., reflection task, meeting with teacher and IB coordinator, re-submission with correct citation).
Level 3a	Serious or repeated misconduct that compromises the integrity of a subject (extensive plagiarism, fabrication, falsification, cheating).	<i>At school level:</i> Reprimand (ukor), parent notification and no grade for the work(s) concerned + educational corrective action (e.g., reflection task, meeting with teacher and IB coordinator, new assignment or re-submission); <i>IB External Assessments:</i> Warning prior to expulsion (opomena pred isključenje), parent notification, meeting with teacher, IB coordinator and Head of School and no grade for the subject(s) concerned
Level 3b	Systemic or intentional misconduct affecting multiple students/components (organized cheating, sharing exam materials).	<i>At school level:</i> Warning prior to expulsion (opomena pred isključenje), parent notification and no grade for affected works + educational corrective action (e.g., reflection task, meeting with teacher, IB coordinator and Head of School, new assignment or re-submission); <i>IB External Assessments:</i> Expulsion from school (isključenje iz škole), meeting with teacher, IB coordinator and Head of School, parent notification, no grade for affected subjects.

These penalty levels correspond to the IB Penalty Matrix for Student Academic Misconduct, detailed in Appendix 2 of the *IB Academic Integrity Policy* (pp. 30–44). In addition to IB expectations, all measures are applied in accordance with *Pravilnik o kriterijima za izricanje pedagoških mjera* (NN 94/15, 3/17) and the Statute of Adria International Primary and Secondary School. This ensures that responses are proportional, progressive, fair, timely, and focused on education and corrective development, not punishment alone. Parent notification, documentation, and the student’s right to respond are included in every formal case.

Our school applies these same principles and levels of penalty when addressing academic misconduct in internal or school-based assessments, ensuring:

- consistency with IB regulations,
- fairness and transparency in decision-making, and
- educational responses that promote student understanding and ethical development.

In all cases, investigations are conducted according to due process, giving students the opportunity to respond and provide evidence. Sanctions are applied with reference to both intent and impact.

6. Promoting Academic Integrity at Adria International School

Adria International School believes that academic Integrity is not only a set of rules to follow but a fundamental value that must be cultivated through teaching, modelling, and ongoing dialogue. A proactive, schoolwide approach ensures that all students and staff understand the principles of ethical scholarship, responsible conduct, and personal accountability.

6.a Curriculum Integration

Academic Integrity is embedded across all subject areas and grade levels of teaching and learning, ensuring students internalize ethical academic practices as part of their educational growth. Teachers integrate academic honesty into learning engagements, assessments, and reflections in age-appropriate and developmentally suitable ways. This includes:

- Teaching students how to paraphrase, quote, and cite sources correctly.
- Developing students' understanding of intellectual property, plagiarism, and collusion.
- Encouraging original thinking, responsible research, and collaborative work aligned with IB expectations.
- Including discussion of ethical dilemmas and decision-making in the context of global, digital, and academic communities.
- Designing assessments that support originality and reduce opportunities for academic misconduct.

In the MYP and DP, these practices are reinforced through subject-specific approaches and alignment with ATL (Approaches to Learning) skills such as information literacy, media literacy, and self-management.

6.b Professional Development for Staff

All teaching and administrative staff receive regular training on academic integrity. This includes:

- Introduction to IB expectations, policies, and terminology around academic Integrity.
- Guidance on detecting and addressing academic misconduct appropriately and fairly.
- Clarification of the distinction between acceptable support and overguidance, especially in coursework and externally assessed tasks.
- Training on the use of academic integrity tools and platforms (e.g., Turnitin, originality reports).
- Ongoing professional dialogue about challenges and best practices in promoting academic honesty in diverse and multilingual classrooms.

Professional development is provided annually and is updated in line with changes to IB policies, internal needs identified through school reviews, and external academic trends (e.g., AI use, digital misconduct). Professional development aims to equip staff with both knowledge and strategies to foster academic integrity and support diverse learners effectively.

6.c Resources and Student Guidance

The school provides students with clear, accessible, and scaffolded resources to support the development of academic integrity from Early Years through the DP. These include:

- Age-appropriate guides to referencing styles (e.g., MLA, APA), research ethics, and paraphrasing.
- Visual and digital aids such as posters, checklists, and online tutorials explaining common academic integrity issues.
- Library and digital literacy sessions focused on source evaluation, research strategies, and digital citizenship.
- Clear rubrics and success criteria that include academic integrity expectations.
- Support through language scaffolding and modelling for students learning in a language other than their mother tongue.

Students are also introduced to the IB Learner Profile attributes, especially being *principled*, *reflective*, and *inquirers*, as personal qualities connected to academic integrity.

Teachers, homeroom advisors, and coordinators work together to ensure consistency in messaging, timely guidance during assessments, and a supportive learning environment where students feel confident to ask questions, admit mistakes, and grow as ethical learners.

Area	Key Actions	Responsible Parties
Curriculum Integration	<ul style="list-style-type: none"> - Teach citation and referencing techniques - Discuss plagiarism, collusion, and originality - Embed academic ethics in units and assessment tasks 	Subject Teachers IB Coordinators
ATL Skill Development	<ul style="list-style-type: none"> - Promote research, media literacy, and self-management skills - Encourage ethical decision-making 	IB Coordinators All teachers
Professional Development	<ul style="list-style-type: none"> - Annual training on IB expectations and misconduct procedures - Guidance on detecting misconduct - Training in academic integrity tools 	School Leadership IB Coordinators
Digital & Library Resources	<ul style="list-style-type: none"> - Tutorials on referencing & research - Integrity-focused posters and checklists - Research toolkits for students 	Librarian All teachers

Area	Key Actions	Responsible Parties
Student Support & Guidance	<ul style="list-style-type: none"> - Scaffolded resources in all languages of instruction - Clear assessment rubrics with integrity criteria - Advisory/homeroom discussions 	Teachers Homeroom/Advisory Teachers
Modelling and Culture	<ul style="list-style-type: none"> - Reinforce IB Learner Profile attributes - Encourage open conversations about Integrity and mistakes 	All staff Whole-school community
Monitoring & Evaluation	<ul style="list-style-type: none"> - Collect and analyse feedback on academic integrity initiatives - Review the effectiveness of curriculum integration, resources, and professional development - Adjust strategies based on data, stakeholder input, and emerging challenges 	IB Coordinators School Leadership Team

7. Academic Integrity Across Programmes

At Adria International School, academic integrity is promoted as a continuum of development from the Early Years through the IB programmes. Age-appropriate expectations and teaching strategies help students internalize the values of honesty, respect, and responsibility in all academic contexts.

7.a Early Years Approach to Academic Integrity

In the Early Years (ages 3–6), the foundation for academic Integrity is laid through the development of the IB Learner Profile attributes, particularly *principled*, *caring*, and *reflective*. Teachers introduce students to the concepts of fairness, honesty, and respect for others' work. Students:

- Learn to recognize the difference between their ideas and others'.
- Begin giving verbal credit when using others' words or creations (e.g., "This story is from the book we read").
- Engage in reflection about making good choices and taking responsibility for their learning.

7.b PYP Academic Integrity Expectations and Teaching

In the Primary Years Programme (PYP), academic Integrity is taught through transdisciplinary themes and inquiry-based learning. Students gradually develop understanding and skills to uphold Integrity in their work.

PYP 1–5 (ages 6–10):

- Begin citing sources in simple terms, such as acknowledging the author of a story or the person who helped them.
- Develop awareness of giving credit during collaborative learning.
- Learn that copying others' work is not acceptable and that using others' ideas requires acknowledgment.
- Teachers provide scaffolded opportunities to conduct basic research and model how to cite appropriately.

Key practices include:

- Embedding academic integrity in the inquiry process.
- Using formative feedback to help students revise work honestly.
- Promoting learner profile attributes (*principled*, *open-minded*) during discussions on ethical behavior.

7.c Academic Integrity and the PYP Exhibition

The Primary Years Programme (PYP) Exhibition is the culminating learning experience in which students apply their knowledge, skills, and attitudes to an independent, collaborative inquiry.

As part of our school's commitment to the IB principle of academic integrity, students are expected to act honestly, take responsibility for their learning, and respect the contributions of others.

Students are expected to:

- Conduct research using credible sources and acknowledge them appropriately.
- Demonstrate originality and ownership in their inquiry, reflections, and final presentation.
- Work collaboratively and equitably in groups, giving fair recognition to all members.
- Seek guidance from mentors and teachers appropriately, ensuring that all final products represent their own understanding.
- Use visuals, quotations, and data ethically, giving credit where due.

Teachers and mentors will:

- Model and explicitly teach age-appropriate research and citation practices.
- Support students in understanding what academic honesty means at their developmental level.
- Monitor student progress to ensure authenticity and provide guidance when integrity issues arise.
- Use incidents of academic misconduct as learning opportunities, emphasizing ethical understanding rather than punishment.

Demonstrating academic integrity is a key component of the Exhibition and reflects a student's readiness to transition to the Middle Years Programme.

7.d MYP Academic Integrity Expectations and Procedures

Academic Integrity in the Middle Years Programme (MYP) is seen as a set of values and skills that promote ethical academic behavior and lifelong learning. In the MYP, academic integrity expectations evolve to reflect students' growing maturity and the complexity of their academic work.

MYP 1–3 (ages 11–14):

- Students are introduced to principles of academic integrity.
- Students learn and practice proper research techniques, including paraphrasing, quoting, and citing sources using appropriate citing and referencing style (MLA, APA, or other).
- Teachers reinforce expectations around collaboration, use of technology, and responsible authorship.

MYP 4–5 (ages 14–16):

- Students deepen their understanding of malpractice, including plagiarism, collusion, and falsification of data.
- More rigorous application of citation conventions is expected.
- Emphasis is placed on independent thought, evaluating sources, and authentic authorship.
- Academic integrity violations are documented, and consequences are applied fairly and in an age-appropriate manner consistent with school policy, emphasizing education and growth.

To support these expectations, current practices at Adria International School include:

- Clear guidelines for each assessment.
- Academic integrity statements signed by students.
- Use of Turnitin or similar tools for authenticity checks.
- Integration of Academic Integrity into ATL Skill Development.

Examples of MYP practices:

- Giving full credit to original authors.
- Representing one's work accurately and honestly.
- Citing sources in-text and compiling bibliographies following appropriate citing styles and conventions (MLA, APA, or other).
- Avoid unauthorised assistance and unapproved technology use.

Transition from MYP to DP

The academic integrity expectations and practices developed throughout the MYP are intentionally scaffolded to prepare students for the more rigorous demands of the Diploma Programme. By gradually introducing students to research conventions, proper citation practices, and the ethical use of sources, Adria International School fosters a culture of academic honesty that becomes internalized by the time students reach the DP. This continuum ensures that students are not only familiar with IB integrity policies but are also confident in applying them independently. The progressive development of academic integrity skills empowers students to meet DP expectations with confidence and academic maturity.

7.e The MYP Personal Project

The Middle Years Programme (MYP) Personal Project is an independent inquiry through which students demonstrate skills in research, reflection, and self-management. Authenticity and honesty are essential to ensure the project represents the student's individual initiative and learning.

Students are expected to:

- Select a goal and topic that reflect their personal interests and produce original work.
- Maintain a process journal documenting their thinking, planning, and progress honestly.
- Credit all sources accurately and use appropriate citation formats as guided by their supervisor.
- Avoid plagiarism, duplication of work, falsification of data, or excessive external assistance.
- Submit a final report that demonstrates genuine reflection and self-assessment.

Supervisors and teachers will:

- Support students in understanding academic integrity expectations.
- Review process journals regularly to verify authenticity of the student's work.
- Provide formative feedback without altering the content of student work.
- Report any suspected malpractice to the MYP Coordinator for review, following school and IB procedures.

Academic integrity in the Personal Project ensures the validity of the student's achievement and the credibility of the school's assessment practices.

7.f DP Academic Integrity Framework

As Adria International School prepares to introduce the Diploma Programme (DP), our academic integrity framework aligns fully with IB expectations to ensure a smooth transition.

In the DP, academic Integrity is an essential component of all internal and external assessments, including the Extended Essay, Theory of Knowledge essay, and subject-specific coursework.

Key IB expectations in the DP:

- Acknowledge all sources using appropriate referencing styles (e.g., MLA or APA).
- Submit authentic work that reflects individual thinking and research.
- Avoid all forms of academic malpractice, including plagiarism, collusion, fabrication, and exam misconduct.
- Follow subject-specific guidelines, deadlines, and ethical standards.
- Participate actively in mandatory academic integrity instruction sessions.

- As part of the school’s preparation for DP implementation:
- Curriculum leaders are integrating academic integrity modules into research and writing instruction.
- Students will be introduced to Turnitin and IB referencing conventions in the upper MYP years.
- Staff receive ongoing training to detect, prevent, and address academic integrity breaches in line with IB policies.

7.g The DP Extended Essay

The Diploma Programme (DP) Extended Essay is a formal, independent research paper that requires academic honesty and rigorous ethical standards in every stage of the research process.

Students are expected to:

- Produce a research question, investigation, and analysis that are entirely their own.
- Use sources ethically, employing correct and consistent citation and referencing methods.
- Maintain a Researcher’s Reflection Space (RRS) that accurately documents their process and reflections.
- Ensure the essay adheres to word limits, originality requirements, and IB formatting standards.
- Avoid plagiarism, duplication, falsification of data, and undue assistance from others.

Supervisors will:

- Provide clear guidance on research methods, referencing, and the use of sources.
- Support but not edit student work; feedback should remain advisory.
- Conduct the required reflection sessions and confirm the authenticity of the essay.
- Report any concerns about academic misconduct to the Diploma Programme Coordinator.

Maintaining academic integrity in the Extended Essay upholds the IB’s principles of fairness, authenticity, and ethical scholarship, ensuring that each student’s achievement reflects their own intellectual effort.

8. Use of Technology and Academic Integrity

The use of digital tools is an essential component of learning in an IB World School. At Adria International School, we recognize that while technology offers unprecedented access to information, it also introduces challenges related to academic integrity. As such, the school is committed to teaching responsible, ethical, and informed use of digital resources across all programmes.

8.a Guidelines for Use of Digital Tools and Internet

- Students are taught to critically evaluate digital content and use online sources ethically and responsibly.
- All devices and school networks are to be used in accordance with the school's acceptable use policy.
- Students are required to acknowledge any content—text, images, video, code, or audio—sourced online using appropriate referencing conventions (e.g., MLA).
- Teachers incorporate lessons on source validation, avoiding misinformation, and understanding copyright into research-based learning tasks.
- Use of generative AI tools must be explicitly approved by the teacher and documented according to IB academic integrity standards and other relevant AI usage guidelines.

8.b Use of Plagiarism Detection Software

- The school uses plagiarism detection tools (such as Turnitin or Grammarly) primarily for educational purposes, helping students learn about proper citation and originality.
- These tools are introduced developmentally from MYP 3 onward, in line with students' growing understanding of academic conventions.
- Teachers are trained to interpret similarity reports and provide feedback that supports learning rather than punishment.
- In the DP, use of plagiarism detection software is required for all externally assessed coursework submissions (e.g., Extended Essay, internal assessments) as per IB regulations.

8.c Responsible Digital Citizenship

- Digital citizenship education is integrated into homeroom, library, and other lessons, with a focus on integrity, respect, and safety in the online environment.
- Students learn to:
 - Communicate respectfully in digital spaces.
 - Protect their own and others' privacy and intellectual property.

- Avoid cyberbullying, digital impersonation, and academic dishonesty.
- Teachers model and promote ethical online behavior and address misuse through restorative conversations and, where appropriate, disciplinary measures.
- Parents are engaged in conversations about digital responsibility through workshops and communication from the school.

9. Links to Related School Policies

Academic Integrity is interconnected with several other whole-school policies at Adria International School. The following policies support and reinforce the principles, expectations, and practices outlined in this document:

- **Inclusion Policy**
Promotes equitable access to the curriculum and assessment, ensuring all students receive the support they need to uphold academic integrity while accommodating diverse learning needs and circumstances.
- **Assessment Policy**
Outlines the principles and practices of fair and valid assessment. It defines expectations for authentic student work, clear task design, transparent criteria, and feedback that supports ethical learning.
- **Admissions Policy**
Sets expectations for student and parent understanding of the school's academic standards, including a clear commitment to upholding the values of academic integrity upon enrolment.
- **Language Policy**
Supports student access to academic language needed to express original thinking and avoid unintentional plagiarism. It also outlines how students' home and instructional languages are supported.

These policies work in synergy to promote a school culture based on respect, fairness, responsibility, and trust.

10. References

International Baccalaureate Organization. *IB Academic Integrity Policy*. International Baccalaureate Organization, 2019.

International Baccalaureate Organization. *Assessment Principles and Practices: Quality Assessments in a Digital Age*. International Baccalaureate Organization, 2018.

International Baccalaureate Organization. *Programme Standards and Practices*. International Baccalaureate Organization, 2020.

International Baccalaureate Organization. *Assessment Procedures (Diploma Programme)*. International Baccalaureate Organization, 2022–2024.

International Baccalaureate Organization. *Effective Citing and Referencing*. International Baccalaureate, 2014.

Hrvatska. Ministarstvo znanosti i obrazovanja. *Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi*. *Narodne novine*, br. 87/2008, 86/2009, 92/2010, 105/2010 (ispravak), 90/2011, 16/2012, 86/2012 (pročišćeni tekst), 94/2013, 152/2014, 7/2017, 68/2018, 98/2019, 151/2022, i 156/2023.

Hrvatska. Ministarstvo znanosti i obrazovanja. *Pravilnik o načinima, postupcima i elementima vrednovanja u osnovnoj i srednjoj školi*. *Narodne novine*, br. 112/2010, 82/2019, 43/2020, 100/2021.

Hrvatska. Ministarstvo znanosti i obrazovanja. *Pravilnik o kriterijima za izricanje pedagoških mjera*. *Narodne novine*, br. 94/2015, 3/2017.

Adria International School. *Statut Međunarodne osnovne škole Adria*. Adopted in February 2024.

Adria International School. *Statut Međunarodne srednje škole Adria*. Adopted in August 2024.

Adria International School. *Etički kodeks Međunarodne osnovne škole Adria i Međunarodne srednje škole Adria*.

Appendix A: Examples of Citation and Referencing (MLA Style)

The following examples illustrate common ways of acknowledging original authorship using MLA style. Students are expected to apply one recognised referencing style consistently in all assessed work. These examples are adapted in alignment with the International Baccalaureate publication *Effective Citing and Referencing* (2014).

A. In-Text Citation (Written Work)

Use of Source	Example
Direct quotation	“Deliberate breaches form a small proportion of dishonesty cases” (Carroll 2).
Paraphrase	Carroll explains that most misconduct relates to plagiarism and collusion (2).
Author mentioned in sentence	According to Carroll, most cases involve misuse of others’ work (2).

B. Works Cited (Reference List)

All sources used in a text must appear in a “Works Cited” list at the end of the assignment.

Source Type	Example
Book	Carroll, Jude. <i>Academic Honesty in the IB</i> . International Baccalaureate, 2012.
Website	International Baccalaureate. “Academic Integrity.” www.ibo.org . Accessed 15 Jan. 2026.
Online Article	Royce, John. “Reading Matters.” <i>Read2Live</i> , 1995, read2live.info/read2.htm .

C. Images, Tables, and Graphs

All visual materials must be labelled and referenced.

Type	Example
Image caption	Figure 1. Graduation Rates (International Baccalaureate 2012).
Works Cited entry	International Baccalaureate. <i>Statistical Bulletin</i> . 2012, www.ibo.org .

D. Presentations (Slideshows)

Sources must be acknowledged on slides and/or on the final slide.

Format	Example
On slide	(Carroll 2)
Final slide	Carroll, Jude. <i>Academic Honesty in the IB</i> . IB, 2012.

E. Oral Presentations

Students should verbally acknowledge sources.

Situation	Example
Quotation	“According to Carroll (2012)...”
Paraphrase	“Research by the IB shows that...”

F. Digital and Creative Work (Video, Podcast, Artwork)

Media projects must include end credits or written acknowledgements.

Medium	Example
Video	Sources: Carroll (2012); International Baccalaureate (2010).
Artwork	Inspired by: Monet, <i>Water Lilies</i> .

G. General MLA Rules

- Students using MLA style should follow these conventions:
- Use author-page format for in-text citations: (Author Page)
- Use a “Works Cited” list in alphabetical order
- Use hanging indentation
- Italicize book and journal titles
- Apply formatting consistently

H. Further Guidance

For detailed guidance, students and teachers should consult: International Baccalaureate Organization. *Effective Citing and Referencing*. 2014.