**Introduction:**

E. Rivers recognizes the importance of academic integrity in fostering a culture of learning, critical thinking, and ethical conduct. This Academic Integrity Policy is aligned with the principles, policies, and Learner Profile Attributes of the International Baccalaureate (IB) program. It serves to guide students, teachers, and stakeholders in upholding the highest standards of academic honesty, while developing internationally minded students.

**Definition of Academic Integrity:**

Academic integrity encompasses the values of honesty, trust, fairness, respect, and responsibility in all aspects of learning and assessment. It includes the originality of ideas, acknowledgment of sources, ethical conduct in research, and adherence to academic rules and regulations.

**Expectations of Students:**

Students are expected to demonstrate the following Learner Profile Attributes which reflect holistic development and international mindedness.

a. Inquirers: Students actively seek out knowledge, explore ideas, and engage in honest inquiry. They demonstrate a genuine commitment to the learning process and take the initiative to develop their understanding of academic integrity.

b. Knowledgeable: Students develop a thorough understanding of the importance of academic integrity, appropriate citation and referencing practices, and the responsible use of information and sources.

c. Thinkers: Students critically evaluate information, analyze ideas, and demonstrate independent thinking. They avoid plagiarism by generating their own ideas and interpretations, while giving due credit to the contributions of others.

d. Communicators: Students effectively and ethically communicate their ideas, research findings, and arguments, giving credit to the sources and acknowledging the influence of others' work in their own writing and presentations.

e. Principled: Students act with integrity, honesty, and a strong moral compass. They uphold the principles of academic honesty, even when faced with challenges or temptations.

f. Open-minded: Students approach academic discussions and debates with an open mind, considering diverse perspectives and respecting the intellectual property and viewpoints of others.

g. Caring: Students demonstrate care and respect for the intellectual work of others, ensuring that their academic practices do not harm or infringe upon the rights of others. They promote fairness, collaboration, and empathy in academic environments.

h. Balanced: Students manage their time effectively, ensuring a balanced approach to their academic responsibilities. They prioritize their own work and acknowledge the contributions of others without compromising their own academic integrity.

i. Reflective: Students reflect on their academic practices, identifying areas for growth and improvement. They learn from their mistakes and take proactive measures to enhance their understanding of academic integrity.

**Responsibilities of Teachers**:

Teachers are expected to promote the development of the IB’s mission and vision by:

a. Nurturing Inquirers: Encouraging students to ask questions, seek clarification, and engage in open dialogue about academic integrity.

b. Cultivating Knowledge: Providing explicit instruction on ethical practices, citation, and referencing techniques, and fostering a deep understanding of academic integrity.

c. Facilitating Critical Thinking: Designing learning experiences that encourage students to reflect on the importance and implications of academic honesty, examine different perspectives, and make informed decisions.

d. Encouraging Effective Communication: Teaching students proper citation methods, helping them develop their communication skills, and emphasizing the importance of acknowledging and respecting the work of others.

e. Modeling Integrity: Exhibiting and reinforcing the values of academic integrity in their own teaching practices, research, and scholarly pursuits.

f. Encouraging Open-mindedness and Caring: Creating an inclusive and respectful learning environment where students feel safe to express their ideas, challenge assumptions, and appreciate the contributions of others.

g. Promoting Balance and Reflection: Encouraging students to manage their time effectively, emphasizing the significance of self-reflection and self-improvement in their academic journey.

**Consequences of Academic Dishonesty:**

Teachers may consider facilitating a reflective process with students who have violated academic integrity to foster growth, understanding, and a reduction of recurrences. This process may involve discussions, workshops, or additional support to help students develop a deeper understanding of academic honesty and its importance.