



SINGAPORE SCHOOL MANILA

ACADEMIC INTEGRITY POLICY

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INTERNATIONAL BACCALAUREATE (IB) MISSION STATEMENT

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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

SINGAPORE SCHOOL MANILA (SSM) VISION STATEMENT

Singapore School Manila aims to be a school known for providing a high standard of education, placing equal emphasis on all aspects of human development. Our goal is to develop global citizens who are creative, enquirers, thinkers, open-minded, knowledgeable, communicators, risk-takers, principled, caring, balanced, reflective, decisive, responsible and resilient, living and promoting in others a positive outlook in life.

SINGAPORE SCHOOL MANILA (SSM) MISSION STATEMENT

The SSM community — administrators, teachers, staff, parents, and students, commits to realizing the vision through:

- Striving for academic excellence using modern teaching strategies, disposing of the pressures and trauma associated with conventional teaching methods.
- Training our students to do higher thinking in all subjects, preparing them for a rapidly-changing world.
- Encouraging environmental and social awareness, thus empowering our students to take an active role as agents of positive change in the world.
- Developing the value of positivism through our educational system enabling our students to love learning and to cope well with the challenges of life.



SINGAPORE SCHOOL MANILA (SSM) LEARNER PROFILE ATTRIBUTES

Learner Profile Attributes	Learner Profile Statement
Balanced	SSM learners understand the importance of balancing physical, intellectual, emotional, and spiritual aspects of their lives to promote well-being for themselves and others. They recognize their interdependence with other people and with the world around them.
Caring	SSM learners demonstrate empathy, compassion, and respect in their interactions with others. They are committed to meaningful service and take purposeful action to make a positive difference in the lives of individuals, communities, and the wider world.
Communicators	SSM learners express themselves confidently and creatively through multiple languages and diverse modes of communication. They collaborate effectively, demonstrating active listening and respect for the perspectives of others.
Creative	SSM learners are imaginative and express their ideas confidently. They demonstrate initiative and resourcefulness, using their creativity to generate original solutions and meaningful outcomes.
Decisive	SSM learners make decisions quickly, confidently, and clearly. They are secure in their knowledge, question assumptions, and approach ideas with curiosity. They explore and evaluate concepts and arguments in a structured, critical, and analytical manner.
Enquirers	SSM learners cultivate their curiosity by developing strong enquiry and research skills. They are capable of learning independently and collaboratively, approaching knowledge with enthusiasm and maintaining a lifelong love of learning.
Knowledgeable	SSM learners develop and apply conceptual understanding by exploring knowledge across multiple disciplines. They engage thoughtfully with issues and ideas that hold both local and global significance.
Open-minded	SSM learners critically reflect on their own cultures and personal histories while respecting the values and traditions of others. They seek out and evaluate diverse perspectives and embrace opportunities for growth through their experiences.
Principled	SSM learners act with integrity and honesty, guided by a strong sense of fairness, justice, and respect for the dignity and rights of all people. They take responsibility for their actions and the consequences that follow.
Reflective	SSM learners reflect thoughtfully on the world as well as their own ideas and experiences. They seek to understand their strengths and areas for growth to support continuous learning and personal development.
Resilient	SSM learners demonstrate resilience, recovering quickly from challenges and setbacks. They apply determination, perseverance, and grit to solve problems and navigate the difficulties of life effectively.
Responsible	SSM learners are trustworthy and dependable, following through on their commitments and responsibilities. They take ownership of their learning and actions, demonstrating accountability for their conduct and for school property or resources entrusted to them, and they are willing to explain their decisions and actions.
Risk-takers	SSM learners approach uncertainty with foresight and determination. They work both independently and collaboratively to explore new ideas and innovative strategies, demonstrating resourcefulness and resilience in the face of challenges and change.
Thinkers	SSM learners apply critical and creative thinking skills to analyze complex problems and take responsible action. They exercise initiative and make reasoned, ethical decisions in all aspects of their learning and life.



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STATEMENT OF ALIGNMENT

Singapore School Manila (SSM) affirms its commitment to delivering an internationally benchmarked education that is grounded in both academic excellence and holistic human development. Central to this commitment is the alignment between the school's Vision and Mission Statements and the principles articulated in the International Baccalaureate (IB) Mission Statement. As an IB World School offering Diploma Programme developed by the International Baccalaureate, SSM recognizes that its educational philosophy must be consistent with the IB's overarching goal of developing inquiring, knowledgeable, and caring young people who contribute to building a better and more peaceful world through intercultural understanding and respect.

The IB Mission emphasizes rigorous academic programmes, meaningful assessment, and international-mindedness, encouraging students to become active, compassionate, and lifelong learners who appreciate diverse perspectives. Similarly, SSM envisions itself as a school that provides a high standard of education while placing equal emphasis on all aspects of human development. The attributes identified in the SSM Vision such as being creative, knowledgeable, principled, open-minded, reflective, and resilient closely reflect the IB Learner Profile and reinforce a shared commitment to nurturing globally competent and ethically responsible individuals.

Furthermore, the SSM Mission underscores academic excellence through modern pedagogical approaches, the cultivation of higher-order thinking skills, environmental and social awareness, and the development of resilience and a positive outlook toward lifelong learning. These commitments parallel the IB's dedication to challenging programmes of international education that prepare students to navigate complexity, respect differences, and take principled action in an interconnected world.

Through this alignment, SSM ensures that its policies, instructional practices, and community engagements consistently embody the values of international-mindedness, academic rigor, and holistic growth. This policy framework therefore affirms that the SSM Vision and Mission are not only compatible with, but are strengthened by, the IB philosophy, guiding the school community toward the shared objective of developing globally aware, compassionate, and empowered learners.



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I. PHILOSOPHY AND PURPOSE

Singapore School Manila (SSM) upholds the principles of honesty, responsibility, and fairness as fundamental values that guide teaching, learning, and assessment. As a school committed to the holistic development of its students, SSM recognizes academic integrity as a cornerstone of meaningful learning and sustained academic success.

SSM seeks to nurture principled individuals who demonstrate sound judgment and ethical decision-making. In pursuit of this goal, all members of the school community, including students, teachers, administrators, and parents, share the responsibility of fostering and maintaining a culture that promotes academic integrity. Consistent with the school's commitment to positive discipline, this culture is strengthened through the promotion of good academic practices, guidance, and education rather than through punitive measures alone.

The purpose of this Academic Integrity Policy is to establish a shared understanding of the principles and expectations related to academic integrity within the school community. The policy defines acceptable academic practices, clarifies what constitutes academic misconduct, and outlines the responsibilities of all members of the community in upholding these standards. It also ensures that the school's procedures for addressing concerns related to academic integrity are transparent, fair, and consistently applied.

II. UNDERSTANDING ACADEMIC INTEGRITY

Singapore School Manila (SSM) adopts the principles and definitions of academic integrity as articulated by the International Baccalaureate Organization. Academic dishonesty refers to behaviors that may provide a student with an unfair advantage over others in academic work or assessment. While such actions may not always be intentional, it is essential that all members of the school community clearly understand what constitutes academic misconduct and the potential consequences associated with these actions.

SSM upholds academic integrity as a guiding principle that encourages students and educators to engage in responsible and ethical academic practices. All work produced by students must be authentic, demonstrating their own understanding, ideas, and learning. Academic work should reflect original thought and must be expressed primarily in the student's own words. When the ideas, words, or work of others are used, these must be properly cited and acknowledged in accordance with established academic conventions.



Authentic academic work is produced through a credible, transparent, and fair process that ensures genuine learning and personal engagement. This expectation applies to all learning tasks and assessments completed throughout the duration of the programme.

Building a Culture of Academic Honesty

SSM actively promotes a culture of academic honesty across the Diploma Programme. Students are introduced to the nature of academic integrity during orientation in the first week of each academic year. This foundational understanding is further reinforced through the **Introduction to Research (ITR)** subject, which prepares students for the rigorous research and assessment tasks of the Diploma Programme.

The Introduction to Research course includes:

- guidance on what constitutes academic dishonesty
- instruction on the appropriate use of AI tools
- technical training in APA citation and referencing standards

The principles, knowledge, and skills supporting academic honesty are continuously reinforced across all Diploma Programme courses and assessments to ensure consistent practice and understanding throughout the student's Pre-University experience.

III. FORMS OF ACADEMIC MISCONDUCT

Academic misconduct may take several forms, including but not limited to the following:

1. Plagiarism

Plagiarism refers to the representation, whether intentional or unintentional, of another person's ideas, words, or work without proper, clear, and explicit acknowledgment. The use of translated materials without appropriate citation is also considered plagiarism.

At SSM, a similarity index exceeding ten percent (10%) as determined by Turnitin may indicate potential plagiarism and is therefore considered unacceptable.



2. Collusion

Collusion occurs when a student supports or facilitates academic misconduct by another student, such as allowing one's work to be copied or submitted by another student for assessment.

3. Duplication of Work

Duplication of work refers to the submission of the same or substantially similar work for multiple assessment components or programme requirements without prior approval.

4. Misconduct During Examinations

Examination misconduct includes, but is not limited to, bringing unauthorized materials into the examination room, engaging in disruptive behavior, or communicating with others during an examination.

5. Unauthorized Communication Regarding Examination Content

Communicating or sharing information about examination content with individuals outside the school community within twenty-four (24) hours before or after an examination is considered a breach of IB regulations.

6. School Maladministration

School maladministration refers to actions taken by an IB World School or an individual associated with the school that violate IB rules and regulations and potentially compromise the integrity of IB examinations or assessments. Such actions may occur before, during, or after the completion of an assessment component or examination.

7. Improper Use of Artificial Intelligence

The use of AI-generated or AI-paraphrased content without appropriate citation, acknowledgment, or transparency constitutes academic misconduct. At SSM, AI-generated content exceeding twenty percent (20%), as determined by Turnitin AI detection tools, is considered unacceptable unless explicitly permitted and properly cited according to academic guidelines.



IV. USE OF GENERATIVE AI

At Singapore School Manila, we recognize that generative Artificial Intelligence (AI) offers powerful opportunities to enrich teaching, personalize learning, and foster student agency. As part of our commitment to academic integrity and ethical innovation, we affirm that AI use in education must be guided by responsible, human-centric values that prioritize **critical thinking, inclusivity, fairness, and safety**.

This aims to foster a learning environment where AI serves as a tool for empowerment, supporting both teachers and students in meaningful, informed, and creative engagement, while ensuring transparency, accountability, and alignment with the core principles of the SSM Learner Profile and our school's mission. We are committed to cultivating a culture where AI is used not as a shortcut to learning, but as a springboard for deeper understanding, thoughtful inquiry, and ethical action.

Core Considerations for AI-Enhanced Learning and Teaching

To ensure responsible and meaningful integration of generative AI in our teaching and learning practices, Singapore Schools Philippines adopts the following principles inspired by the MOE AI-in-Education Ethics Framework of Singapore (*AI in Education Ethics Framework*, 2024):

A. Critical Thinking

Generative AI can produce fast and convincing responses, but it does not replace the need for students to analyze, evaluate, and synthesize information themselves. True learning involves questioning, discerning, and constructing knowledge independently.

*How **critical thinking** is practiced:*

- Students are taught to verify AI-generated content by cross-referencing reliable sources.
- Teachers design tasks that require human judgment, original thought, and reflective analysis.
- Learners are encouraged to critique, not just consume, AI outputs (e.g., recognizing biases, limitations, and errors in generated content).

B. Inclusivity

AI should support diverse learners and create equitable learning opportunities. Tools must be used in ways that respect and uplift all students, regardless of their backgrounds, learning profiles, or access to technology.



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*How **inclusivity** is practiced:*

- Teachers scaffold the use of AI tools for students with varying digital literacy skills.
- AI use is integrated in a way that complements differentiated instruction, not replaces it.
- The school provides guidance to ensure all students have equitable access to approved AI tools for learning.

C. Fairness

The use of AI must not compromise the fairness of assessments or misrepresent a student's authentic abilities. Academic honesty and integrity must be upheld in all instances of AI use.

*How **fairness** is practiced:*

- Clear guidelines are established on when and how generative AI can be used, especially in assessments.
- Students are taught to cite and acknowledge AI use appropriately, as part of academic honesty.
- Teachers consider the ethical implications of AI-generated work and help students understand the difference between assistance and academic misconduct.

D. Safety

AI tools must be used in safe and secure ways, protecting students' privacy, mental well-being, and digital citizenship. The school has a duty of care in ensuring responsible AI exposure and usage.

*How **safety** is practiced:*

- The school promotes the use of vetted AI platforms that comply with data protection and privacy standards.
- Students receive instruction on how to use AI responsibly, including awareness of misinformation, hallucinations, or harmful content.
- A supportive environment is fostered where students feel safe to ask questions and report concerns about AI use.



Guidance on the Ethical Use of AI in Learning and Teaching

At the heart of ethical AI use in education is a clear distinction between using AI to support thinking and outsourcing thinking to AI (*There's a Big Difference between Using AI... - Educators Technology, 2019*). While generative AI can be a powerful aid for learning, it must never replace the student's own effort, judgment, or voice.

The responsible use of AI means engaging with the technology in a way that enhances transparency, promotes critical engagement, and safeguards academic integrity. Pre-University students must be able to explain and take ownership of their work, regardless of whether AI tools were used during the learning process.

AI Assisting Thinking (Ethical Use) <i>These uses help develop students' understanding and skills while keeping them in control of their learning journey.</i>	Outsourcing Thinking to AI (Unethical Use) <i>This is equivalent to having a third party (e.g., tutor or essay mill) complete the work, which is an act of academic misconduct.</i>
Using AI to summarize key points for initial understanding and then expressing them in one's own words.	Copying quotes or full responses from AI without reading or understanding the sources.
Asking AI to suggest alternative viewpoints or counter-arguments and researching those perspectives further.	Asking AI to generate a full essay or response and rewriting it in one's own words without adding personal insight.
Using AI to brainstorm essay structures or generate a basic outline/template, with teacher approval.	Using AI to create a full research question or topic direction for coursework without teacher guidance.
Asking AI to suggest grammar or sentence-level improvements (not full rewrites and except for language acquisition classes), and acknowledging the tool used.	Asking AI to rewrite your whole essay to improve quality or coherence.
Using AI to mark your work for ungraded tasks, to get feedback and improve, with transparency.	Using AI to reflect on your personal process or experiences and submitting that reflection as one's own.
Generating a list of sources with AI and researching them independently.	Using AI to find citations and including them without reading or understanding the original texts.
Including a clear note on how AI was used in one's work (e.g., "AI was used to suggest structural improvements").	Hiding one's use of AI, even if the way it was used might have been acceptable if disclosed.

Source: *Evaluating 13 Scenarios of Artificial Intelligence (AI) in Student Coursework*, n.d.



Reminder: Transparency and personal understanding are essential. If unsure, students should always consult their teacher before using AI.

Guidelines for AI Use in the Classroom

To support responsible and meaningful integration of AI into teaching and learning in Secondary 3 to Pre-University classrooms, this policy adopts a stoplight model adapted from *A Stoplight Model for Guiding Student AI Usage* (Mormando, as cited in Edutopia, 2023). This framework categorizes AI use into three levels of permissibility based on the nature and purpose of the task:

● Red Light: AI Use Not Permitted

AI tools must not be used for tasks that require original thinking, personal insight, or evaluative judgment. These are assignments where students must demonstrate authentic understanding, voice, and academic integrity.

Examples include:

- Personal reflection
- Creative compositions
- Critical analysis or arguments in assessments (e.g., Individual Oral, Extended Essay, Theory of Knowledge Essay)

● Yellow Light: Guided AI Use Permitted

AI may be used with clear teacher guidance to support (not replace) student thinking. In these tasks, AI can serve as a brainstorming or planning tool, but the intellectual work must remain student-led.

Examples include:

- Generating possible approaches to a topic
- Exploring initial research questions
- Practicing paragraph structure or transitions (with oversight)

Teachers will provide explicit instructions on how and to what extent AI tools may be used.



Green Light: *Open AI Use Permitted*

In formative, exploratory, or preparatory activities, AI may be used more freely to support curiosity, build understanding, or reinforce skills.

Examples include:

- Asking AI to explain key concepts or generate questions
- Summarizing class notes or background reading
- Using AI for revision and self-quizzing on non-assessed content

Task-specific guidelines will be communicated clearly by the teacher to avoid ambiguity and ensure consistent expectations across subjects and grade levels. Where appropriate, students will also be encouraged to reflect on their AI use and how it has shaped their learning process.

Permissible Tools and Use Monitoring

To promote responsible and transparent use of generative AI in academic work, the use of Google Gemini as the sole AI platform for school-related tasks for students from Secondary 3 through Pre-University.

These tools are approved solely for use as assistive supports in learning, inquiry, and research. They are intended to enhance understanding, not replace a student's original thinking, personal reflection, or academic effort. All AI use must align with the school's commitment to academic integrity, with students expected to demonstrate ownership and critical engagement with their work.

The school reserves the right to revise the list of approved tools based on evolving standards of educational value, data security, and ethical considerations. The use of any other AI platforms, especially those that generate full assessments or bypass critical thinking without prior teacher approval is strongly discouraged and may constitute a breach of this policy.

To uphold academic honesty, all student submissions may be reviewed using Turnitin.com's plagiarism and AI detection tool. While no detection method is infallible, this reflects the school's proactive approach to ensuring fairness and integrity in student work.

Instances of inappropriate AI use, such as submitting AI-generated content as one's own, bypassing task expectations, or failing to disclose AI assistance, may result in consequences in accordance with the school's academic dishonesty guidelines outlined in the Student Handbook.



Sourcing, Referencing, and Citation Guidelines

Generative AI tools, such as Google Gemini and the likes, must be viewed as search aids or thinking partners, not as authoritative academic sources. While these tools can assist in organizing ideas and prompting deeper inquiry, they are not substitutes for verified knowledge or scholarly research.

To maintain academic integrity and transparency, students are expected to follow these sourcing and citation practices:

Verification of AI-Generated Content

Students must:

- Cross-check facts, statistics, and claims generated by AI using reliable academic sources (e.g., textbooks, peer-reviewed journals, official websites).
- Evaluate the accuracy, bias, and relevance of AI-generated responses before incorporating them into their work.

Citation and Attribution Requirements

Any use of AI-generated content, whether quoted directly, paraphrased, or used as inspiration, must be properly cited and referenced, following the APA citation format.

Examples:

- In-text citation: (Google Gemini, 2024)
- Reference list entry:
Google Gemini. (2024). *Generated response on the impact of social media on youth identity* [AI-generated content]. Retrieved from <https://gemini.google.com>

If multiple tools were used, students must provide a separate citation for each, including:

- The name of the AI tool
- The year of generation
- A short description of the prompt/topic
- The link to the platform

Failure to appropriately cite AI-generated content, whether due to omission, paraphrasing without attribution, or submitting AI output as one's own, constitutes



academic misconduct and will be subject to the school's disciplinary procedures on academic dishonesty.

Student AI Use Declaration Form

To promote transparency and uphold academic integrity, all students are required to submit a signed [AI Use Declaration Form](#) for any task where generative AI tools have been used in any capacity. This form must accompany final submissions where AI assistance was part of the research, drafting, or revision process.

The declaration form serves the dual purpose of:

- Ensuring students take ownership of how AI tools were used
- Supporting teachers in assessing the authenticity and integrity of student work

Failure to submit a declaration form when AI tools have been used may be treated as a violation of the school's academic honesty policy.

AI Tool Disclosure and Similarity Index Report

The AI Tool Disclosure section of the declaration form provides a space for students to describe, with specificity, how AI tools supported their learning process. This includes details such as the tool used, the prompts entered, and how the AI output was integrated into their final work.

The *AI Declaration Form* and *AI Use Disclosure Sheet* must be submitted as an attachment along with the final version of any major assessed work that involved AI support.

Responding to Inappropriate Use of AI

Singapore School Manila is committed to upholding a culture of academic honesty and responsible innovation. While the use of generative AI tools is permitted within defined ethical guidelines, any inappropriate or undisclosed use will prompt a fair, transparent, and educationally supportive review process.

Teachers are responsible for reviewing flagged content in its full context, such as considering the nature of the task, the student's previous work, and any declared AI use, before determining the appropriate next steps.



V. MANAGING ACADEMIC MISCONDUCT

Singapore School Manila (SSM) is committed to addressing academic misconduct in a manner that is fair, transparent, and educational. The management of academic misconduct emphasizes guidance, reflection, and accountability while upholding the standards of academic integrity expected within the school and the International Baccalaureate (IB) framework.

The procedures outlined below apply to all forms of academic misconduct, including but not limited to plagiarism, duplication of work, collusion, improper use of artificial intelligence (AI), examination misconduct, and other actions that may provide an unfair academic advantage.

A. Misconduct in Coursework and Assessments

(Plagiarism, Collusion, Duplication of Work, Improper Use of Artificial Intelligence)

Singapore School Manila (SSM) upholds the highest standards of academic integrity, expecting all students to engage in learning and assessment ethically, responsibly, and transparently. The school promotes authentic learning, requiring students to produce work that genuinely reflects their own understanding and effort, while appropriately acknowledging the ideas, words, and contributions of others. These principles apply to all forms of academic work and serve to prevent misconduct, including plagiarism, collusion, duplication of work, and the improper use of artificial intelligence.

1. Initial Review and Clarification

When potential academic misconduct is identified, the subject teacher will conduct an initial review with the student. This process may involve:

- Discussing the flagged work with the student.
- Asking questions to clarify the student's work process and understanding. *(Refer to Appendix A: **Student Work Authenticity Review Process**, which may be adopted when reviewing student work.)*
- Reviewing drafts, research notes, or AI disclosure forms when applicable.

If the student demonstrates a clear understanding of the work and its sources, the case may be resolved through guidance and coaching on proper academic practices.



2. Reflective Learning Intervention

If the review indicates that the work shows inappropriate, incomplete, or insufficiently documented use of sources or tools, but there is no evidence of deliberate misconduct, the teacher may implement a corrective learning intervention. Possible measures include:

- Assigning a reflective task on academic integrity and responsible research practices.
- Requiring the student to revise and resubmit the work with proper attribution and original input.
- Recording the incident informally for monitoring in case of repeated patterns.

3. Formal Academic Integrity Investigation

If the incident involves repeated offenses or clear evidence that the work does not reflect the student's own thinking, the case shall be escalated for formal investigation.

- The matter shall be referred to the Programme Coordinator and the Life Coach.
- A formal meeting shall be conducted with the student and, where appropriate, the parent or legal guardian.
- The investigation shall evaluate the intent, severity, and impact of the misconduct.
- All findings, communications, and decisions shall be formally documented.

Possible outcomes may include supervised resubmission of work, academic support measures, formal warning, or the application of disciplinary sanctions in accordance with the school's policies.



B. Cheating During Examinations

When a student is suspected of cheating during an examination, the following procedures shall apply:

1. The student shall be allowed to complete the examination to avoid disruption to the assessment process.
2. After the examination, the invigilator shall inform the student of the suspected misconduct and submit a report to the Diploma Programme Coordinator (DPC).
3. The DPC and the Life Coach shall review and process the case in accordance with school procedures.
4. If the allegation is confirmed, the student shall receive a corresponding corrective action in accordance with the Student Handbook.

C. Misconduct During Examinations

Misconduct during examinations includes behaviours that disrupt the examination process or violate examination regulations, such as unauthorized materials, inappropriate communication, or failure to follow invigilator instructions.

The following procedures shall apply:

1. The student may be given up to one (1) warning only.
2. The invigilator shall document the incident and report it to the Diploma Programme Coordinator (DPC).
3. The DPC and the Life Coach shall review and process the case in accordance with school procedures.
4. Confirmed cases shall result in the issuance of a corrective action in accordance with the Student Handbook.



D. Unauthorized Communication of Examination Content

Unauthorized communication regarding examination content, such as sharing or discussing examination questions with individuals outside the school community before or after the examination, shall be handled in accordance with the investigation procedures established by the International Baccalaureate Organization.

The Diploma Programme Coordinator shall initiate the appropriate investigation process and report the matter to the IB when required.

E. School Maladministration

School maladministration refers to actions by the school or individuals associated with the school that violate regulations established by the International Baccalaureate Organization and may compromise the integrity of IB assessments or examinations.

In the event that school maladministration is suspected:

- The Programme Coordinator shall initiate an internal review to determine the nature and scope of the issue.
- The Head of School shall be informed immediately.
- The matter shall be reported to the International Baccalaureate Organization in accordance with IB procedures and regulations.
- The school shall cooperate fully with any investigation conducted by the IB and implement any required corrective actions.

These procedures ensure that academic misconduct is addressed consistently and responsibly while maintaining the integrity of the school's academic programs and assessments.



VI. COMMUNITY RESPONSIBILITIES

All members of the SSM community share responsibility for upholding the principles of academic integrity. This section outlines the specific duties and expectations for students, teachers, coordinators, support staff, parents, and school leadership to ensure that academic honesty is consistently practiced and reinforced throughout the school.

1. Responsibilities of Students

Students are accountable for:

- Reading, understanding, and adhering to SSM's Academic Integrity Policy and the International Baccalaureate (IB) Diploma Programme Academic Integrity Policy.
- Ensuring that all submitted work is authentic and reflects their own thinking.
- Fully and accurately acknowledging all sources, including text, websites, audio-visual materials, photographs, and other media.
- Maintaining records of research and drafts to substantiate the authenticity of their work when required.
- Correctly applying APA citation and referencing standards.
- Complying with all internal deadlines and assessment schedules.
- Following ethical guidelines specified in subject guides and assessment instructions.
- Completing authenticity declarations or forms with honesty and integrity.
- Refraining from receiving or providing any unauthorized assistance in the completion or editing of work.
- Accepting corrections and feedback in a constructive manner.
- Reporting observed cases of academic misconduct or malpractice in accordance with school procedures.



2. Responsibilities of Teachers

Teachers are responsible for:

- Understanding and upholding the school's and IB's Academic Honesty policies.
- Promoting consistent understanding of academic honesty across all courses.
- Developing and reinforcing student skills that support academic integrity.
- Planning assessments and assignments in a manner that allows students to produce authentic work in accordance with IB expectations.
- Enforcing the academic honesty guidelines specified in each subject guide.
- Providing effective feedback and guidance to minimize the need for multiple revisions that could compromise authenticity.
- Clearly labeling all assessments to prevent submission errors.
- Authenticating assessments submitted to the IB to ensure they are complete, final, and genuine.

3. Responsibilities of the School Librarian

The School Librarian supports academic integrity by:

- Providing resources, guidance, and instruction that enable students to navigate the research process effectively.
- Teaching and reinforcing principles of academic honesty within research activities and coursework.

4. Responsibilities of the Life Coach Office

The Life Coach Office supports academic integrity by:

- Understanding and upholding both the school's and IB's academic honesty policies.
- Maintaining central records of all cases of academic misconduct.
- Participating in and supporting investigations related to academic dishonesty.



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- Assisting in administering consequences for students found to have breached academic integrity standards.

5. Responsibilities of the Diploma Programme Coordinator

The DP Coordinator is responsible for:

- Providing training and guidance to ensure consistent understanding and implementation of academic honesty standards.
- Ensuring fair and consistent application of academic integrity policies across the programme.
- Supervising adherence to all guidelines for IB external examinations.
- Maintaining records of academic misconduct cases and overseeing investigations.
- Reporting confirmed cases of academic dishonesty or school maladministration as appropriate.

6. Responsibilities of the Head of School

The Head of School is responsible for:

- Establishing and maintaining SSM's Academic Integrity Policy.
- Promoting a school-wide culture in which students are encouraged and supported to achieve success with integrity.

7. Responsibilities of Parents/Guardians

Parents and guardians, as key partners in the student's learning journey, are responsible for:

- Understanding and supporting the school's Academic Integrity Policy and the IB's policy on academic honesty.
- Supporting their children in producing authentic work and developing effective planning and time management skills for assessments.



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- Ensuring their children understand and comply with academic honesty guidelines and procedures.
- Reporting any observed cases of academic dishonesty in alignment with school procedures.

VII. LINKAGES AND REVIEW

This Academic Integrity Policy shall be implemented in alignment with the school's Assessment Policy. All procedures, practices, and decisions related to academic integrity must remain consistent with the principles and provisions outlined in this related policy to ensure coherence in implementation and to support fair and effective teaching, learning, and assessment practices.

This policy shall be reviewed annually at the conclusion of each academic year by the School Leadership Team. Revisions, when deemed necessary, shall be made to ensure that the policy remains responsive to the evolving needs of the school community, aligned with IB requirements, and effective in promoting academic integrity across all areas of the school's academic programs.



VIII. REFERENCES

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Appendix A

STUDENT WORK AUTHENTICITY REVIEW PROCESS

