



International School of Estonia Academic Integrity Policy



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ISE Mission and Vision

ISE Mission - who we are and what we do

- Support a safe, caring, respectful environment that values creativity and inclusivity
- Develop self-aware learners with the tools for fulfilment in their world and beyond
- Empower individuals to set and reach high standards through best educational practice
- Encourage students to think globally and act locally

Our Values - in all we do we value

- Belonging
- Agency
- Excellence
- Contribution

Our Vision - A globally minded community of diverse learners, empowered as agents of positive change

IB Learner Profile

The core of International Baccalaureate programs is the **IB Learner Profile** and the International School of Estonia celebrates the promotion of these student attributes:

- Inquirer - Acquires skills for purposeful, constructive research
- Thinker - Applies thinking skills critically and creatively to solve complex problems
- Knowledgeable - Explores knowledge across a range of disciplines. Engages with issues and ideas that have local and global significance
- Communicator - Receives and expresses ideas in more than one language including the language of mathematical symbols
- Risk-taker - Approaches unfamiliar situations with confidence
- Principled - Displays integrity, honesty and a sense of fairness and justice
- Caring - Develops a sense of personal commitment to action and service
- Open-minded - Respects the views, values and traditions of other individuals and cultures and is accustomed to seeking and considering a range of points of view
- Balanced - Understands physical, mental and personal well-being
- Reflective - Analyzes own strengths and weaknesses

ISE, in support of the **IB Learner Profile** and our IB curriculum, also champions the aims and goals of the **International Baccalaureate 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.

To this end the organisation works with schools, governments and international organisations 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.

ISE definition of high quality teaching and learning

“High quality teaching and learning is learner centred, explores real-world ideas, enables individual fulfilment and builds competencies for life.”

Statement of Philosophy

At the International School of Estonia, we promote strong values and ethical behaviour, not only because this is in line with the expectations of the programmes, but more importantly, because being trustworthy and responsible learners is fundamental to who we are and who we aspire to be. We recognize the critical role the school plays in both the academic and ethical development of each student. Additionally, assuming responsibility for building and maintaining a culture of academic integrity, trustworthiness and behaving in a principled manner extends to the wider school community of students, staff and parents.

We believe it is essential that all teachers, regardless of subject, provide correct and consistent guidance on how to effectively work collaboratively, how to properly cite sources, and to support a transparent learning environment so that students complete their tasks with integrity from the start. In the IB, approaches to learning skills are particularly relevant to academic integrity given the clear links to students' developing competencies in self-management, research and communication. As such, all teachers are supporting the development of student research and information literacy skills. Additionally, it is during these years that students' characters are formed, and equipped with the skills to work independently. At ISE students are encouraged to be lifelong learners. We hold ourselves to the standards presented in the IB's Academic Integrity publication.

Academic integrity in the IB is a principle informed by the attributes of the **IB Learner Profile**. In teaching, learning and assessment, academic integrity serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies. As stated in the **IB Learner Profile**, all members of the IB community must strive 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".

ISE Academic Integrity Policy focuses on prevention and promoting good practice. It is our goal for the entire school community to view the principles of the Academic Integrity Policy positively.

PYP Academic Integrity Policy



Ensuring Academic Integrity

Academic integrity is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development. ATL skills have relevance across the curriculum and help students "learn how to learn".

As part of the process of educating students about the importance of Academic Integrity, the following definition will be used:

Definition of plagiarism:

1. Copying or presenting as one's own words and work (including images, photos, art, etc.), ideas, or the opinions of someone else without proper acknowledgement.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without permission.

To support learning and encourage students to complete work with integrity, ISE has adopted a number of strategies.

- Students will learn and practice academic honesty as part of their ATL skill development across subject groups and PYP Exhibition projects.
- Whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc) eventually using MLA style.
- PYP 4 and PYP 5 students will learn how to use MLA to properly reference sources.
- We encourage students to talk with their teachers and the librarian when they do not know when or how to reference a source.

- Teachers will clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).
- Students will use process journals in the PYP Exhibition as a tool for promoting academic integrity.
- EAL students, where possible, may learn through their mother tongue and choose to work from multilingual sources. We also provide support for EAL students in regard to differences in cultural understanding of academic integrity.

Roles and responsibilities

Implementing this academic integrity policy is the collaborative work of all the members of the school community, even though each one has a specific role and responsibility.

PYP Principal-Coordinator

- Create the academic integrity policy with teachers promoting good practice and fostering a school environment that motivates the school community to act honestly.
- Promote and encourage teachers to educate students regarding the policy.

Teachers

- Implement the school's academic integrity policy through relevant ATL skills development in all classes.
- Be role models in honesty for students.
- Provide guidance (PYP 4 and PYP 5) so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.
- Promote a classroom environment that encourages academic integrity and critical thinking.
- Work collaboratively with the librarian to teach academic integrity as part of the curriculum.

Librarian

- Support teachers to identify good practice regarding academic integrity.
- Teaches the students to understand academic integrity, how to find reliable sources and practice referencing skills.

Students

- Learn and practice academic integrity as part of their ATL skill development and be aware that the librarian and teachers are available to offer further advice and guidance.
- Support the spirit of academic integrity both in attitude and action.

Families

- Support the ethical values of honesty and integrity.
- Help and encourage students with their learning, but never do it for them.

Policy Alignment

ISE PYP academic integrity philosophy and policy align with our school values and other policies as outlined below. In all of these policies and procedures, the student is central.

[IB Learner profile](#)

The IB Learner Profile states that students are principled. As such, students should complete their work with integrity.

[ISE mission statement](#)

Our mission statement aims to “develop inquirers, communicators, risk-takers and leaders”. Part of being an inquirer, risk-taker and leader is understanding and demonstrating integrity and honesty in assignments and as an individual.

[ISE PYP assessment policy](#)

ISE PYP academic integrity policy aligns with our assessment policy. Formative assessment tasks can be used to teach, learn and practice academic integrity, as formative work helps a student meet the established criteria for the summative task.

[ISE PYP language policy](#)

ISE PYP language policy supports (EAL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources. We also provide support for our EAL learners in this regard as there may be differences in cultural understanding of academic honesty that need to be bridged. Teachers will consistently teach how to cite using MLA.

[ISE SEN-Inclusion policy](#)

All students regardless of their learner status are expected to be principled and as such, they will complete assessments and other work with academic integrity.

MYP Academic Integrity Policy



Definitions and Examples of Academic Misconduct, Expectations

The **IB Learner Profile** states that students are principled, meaning “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (MYP: From Principles into Practice 38). As such, students should complete their work with integrity. Enforcing academic integrity also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

Academic misconduct is defined as behaviour that results in, or may result in, the student or another student gaining an unfair advantage in one or more assessment components (MYP: From Principles into Practice 95). Malpractice includes plagiarism (*including misuse of AI resources*), peer plagiarism, collusion and duplication of work as defined below.

Intellectual property refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce (What is intellectual property). Forms of intellectual and creative expression for example, works of literature, art or music must be respected and are normally protected by law.

School maladministration is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

It may be impossible to produce a statement that encompasses all forms of misconduct and maladministration. Therefore, any breach of academic integrity will result in a referral to the MYP Principal Coordinator with academic consequences.

Table 1. Definitions and explanations of academic misconduct

Plagiarism

Violation	Definition	Examples
Plagiarism	<p>The representation of the ideas or work of another person as the student's own.</p> <p><i>The representation of the ideas or work generated using AI as your own.</i></p> <p>Plagiarism can be both intentional and unintentional, but both are treated the same way.</p>	<p>Presenting as your own (with or without the author's permission) information collected, organised, or written by someone else.</p> <p>In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own.</p> <p>Some examples:</p> <ul style="list-style-type: none"> * Copying an article from a website and not giving credit--but not understanding you had to give credit--is still plagiarism. Always ask your teacher if you should give the original author credit if you are unsure. * Copying and pasting information from a website into your work, and then failing to give the website credit. * Reading an article or other text, taking ideas from it, and then claiming them as your own ideas. * <i>Generating all or part of an assessment using AI tools and submitting it as your own. Failing to acknowledge and cite work generated by AI.</i>
To Avoid Plagiarism:		
<p>Using outside sources makes a better argument and gives your work greater credibility.</p> <p>If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words, you must mention the author or location where you found the information.</p>		

Paraphrase, explain the idea and information in your own words and phrases while keeping the meaning. Remember to cite the sources also when you paraphrase.

We consider AI resources as any other source therefore it is required to acknowledge use of AI in any work students submit for class. Uses of AI must be clearly described in the assignment and properly cited. The teacher will give specific guidelines for use and referencing as part of the assignments.

Peer plagiarism / Collusion

Violation	IB Definition	Examples
Peer plagiarism / Collusion	Supporting academic misconduct by a peer, as in allowing one's work to be copied, completed or submitted for assessment by another.	<ul style="list-style-type: none"> * You let another student copy from your homework. * The teacher assigns a project to be completed individually but you work with other students and submit the work with only your name on it. * If the teacher assigns work to be completed individually but someone else (a friend, sibling, parent or tutor) does it for you. * You share your answers with other students when working on the same assessment, exam, test or quiz. * You take an exam, test or quiz earlier than your peers and you share the questions with them. * Work of students show close similarity. * Forming a group with an intention of working together by sharing answers and ways of working.
To Avoid Peer plagiarism / Collusion:		
Always do your own work. If you are unsure, ask your teacher before you ask a classmate		

Duplication

Violation	IB Definition	Examples
Duplication	The presentation of the same work for different assessment components.	* You completed a Science lab report in MYP 3 and you copied parts of it to complete your Individual investigation in Science in MYP 5.
<p>To Avoid Duplication:</p>		
<p>Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask your teacher when you are unsure if you can borrow an idea from a previous piece of work.</p>		

Cheating

Violation	IB Definition	Examples
Cheating	Behaviour that gives an unfair advantage e.g. saying you have turned in an assignment when you did not, using cheat sheets, electronic devices, fabricating information trying to earn more time or credit on an assignment, project, or exam.	<ul style="list-style-type: none"> * Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. * Using restricted material during assessment tasks, such as cheat sheets or electronic devices. * Leaving the room during an assessment task and using restricted materials prior to returning. * Fabricating information to try to earn more time or credit on an assignment, project, or exam.
<i>Using software to improve language and grammar</i>	<p><i>The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.</i></p> <p><i>Language courses are the exception. For other subjects, the use of spell checkers and bilingual dictionaries is acceptable.</i></p>	<ul style="list-style-type: none"> • <i>Students are not permitted to write essays in one language and then use digital translation tools for submission to the IB in another language.</i> • <i>In subjects where marks are awarded for sentence structure, the use of such tools is not permitted.</i>

To Avoid Cheating:

Leave all electronic devices in your locker when taking an assessment. Avoid talking to or looking at classmates during an assessment. Be a principled human being and tell the truth.

Follow the task specific guidelines for when and how the AI sources may be used. Use the AI tools ethically only to support your learning.

Ensuring Academic Integrity

Academic integrity is the responsibility of the entire school community, teachers and students, and is developed across the curriculum as part of the school's Approaches to Learning development. ATL skills have relevance across the curriculum and help students "learn how to learn". To support learning and encourage students to complete work with integrity, ISE has adopted a number of strategies.

- Students will learn and practice academic integrity as part of their ATL skill development across subject groups and the Personal project.
- Students will receive an age-appropriate copy of the policy.
- ISE uses MLA (Modern Language Association) Style across all subjects and grade levels.
- Whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc.) using MLA style.
- Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page.
- Teachers will consistently teach how to cite using MLA. *This includes how to properly cite the work generated by AI.*
- We encourage students to talk with their teachers and the librarian when they do not know when or how to reference a source.
- Teachers will clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).
- *Teachers will give specific guidelines for when and how the AI sources may be used.*
- If a test is given during class, the teacher will remind all students that possession of a restricted electronic device and materials violates the school's academic integrity policy. The teacher will provide a place in the classroom for these devices but does not claim responsibility for the devices.
- The school will *exclusively* use "Turnitin" and Managebac as tools for electronically collecting all written work completed outside the classroom and checking work against many online sources and possible duplication of work from previous years. *As ISE staff have*

been trained to use these internationally recognized and trusted tools, no other detection software will be accepted.

- EAL students, where possible, may learn through their mother tongue and choose to work from multilingual sources. We also provide support for EAL students in regard to differences in cultural understanding of academic integrity. *Note that EAL students are not permitted to write essays in one language and then use digital translation tools for submission in another language.*

Roles and responsibilities

Implementing this academic integrity policy is the collaborative work of all the members of the school community, even though each one has a specific role and responsibility.

MYP Principal - Coordinator

- Create the academic integrity policy with teachers, reviewed by students and parent representatives promoting good practice and fostering a school environment that motivates the school community to act honestly.
- Promote and encourage teachers to educate students regarding the policy.
- Enforce the consequences when a student violates the policy.

Teachers

- Implement the school's academic integrity policy through relevant ATL skills development in all subject group classes.
- Be role models in integrity for students.
- Provide guidance regarding use of sources (*including AI*), writing an academic document, inquiring and citing sources so that students gain a clear idea of the purpose of correct citation and referencing in a variety of disciplines.
- Promote a classroom environment that encourages academic integrity and critical thinking.
- Collect all written work to Turnitin through Managebac.
- Enforce the consequences when a student violates the policy.

Librarian

- Support teachers and students in identifying good practice regarding academic integrity.
- Help students obtain reliable information from various sources.

Students

- Learn and practice academic integrity as part of their ATL skill development and be aware that the coordinator, librarian and teachers are available to offer further advice and guidance.
- Support the spirit of academic integrity both in attitude and action when completing all assignments.
- Understand that no assignment is excluded from this policy.
- Receive and sign a student version of this policy to show comprehension and compliance with the school's Academic integrity Policy.

Families / Tutors

- Support the ethical values of honesty and integrity.
- Share school's enforcement of the academic integrity policy, especially with regard to work done outside of school.
- Help and encourage students with schoolwork, but never do it for them.

Procedure for Misconduct

The International School of Estonia, as an institution of learning, holds as one of its highest ideals that of integrity in academic affairs. With this in mind, it is incumbent upon all stakeholders; faculty, students and families to protect and maintain a high degree of academic integrity in our school.

Upon each instance of a suspected misconduct of the school's standards of Academic Integrity, the following procedure will be followed:

1. The teacher who assigned the work will carry-out an investigation. In the process, the teacher will:
 - Compare the student's work to their previous samples and, if applicable, review the editing history of the document.
 - Review Turnitin similarity report. The results are not considered proof one way or the other, but are used for guidance. *Reports indicating higher than 20 % similarity (including text generated using AI) are cause for further investigation.*
 - Consultation with the students as appropriate to clarify the situation. The purpose of this is to verify whether the students can speak knowledgeably about the content.
 - In some cases the teacher may consult with the student's other teachers.
 - Ensure the rights of the student and those involved are not violated.
2. If the teacher determines the student is responsible for the misconduct, the teacher will file and share an [Incident report](#) (Drive>Everything>School Forms) to **inform the MYP Principal Coordinator**

Actions

1st Occurrence

In addition to the procedure outlined, the following will take place:

1. The student will meet with the teacher to learn what steps should be taken in the future to avoid academic misconduct, for example using Turnitin to check for similarity in work.
2. The teacher will notify parents of the incident.
3. If the assignment is graded, the work will not be accepted for credit. The student will need to reattempt the assessment for full credit.
4. To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting included in the original incident report.

2nd Occurrence

In addition to the procedure outlined, the following will take place:

1. The student will meet with the teacher and the MYP Principal Coordinator as applicable, for example to participate in the understanding academic integrity session.
2. The MYP Principal Coordinator will notify parents of the incident.
3. The student will initially receive a zero for the assignment. Depending on the circumstances, they may be allowed to redo it for full credit or a reduced grade.

The student will meet with the MYP Principal Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

3rd Occurrence

In addition to the procedure outlined above, the following will take place:

1. A conference including parents, teacher, student, MYP Principal Coordinator will take place to discuss the academic misconduct and how to avoid it in the future.

2. The MYP Principal Coordinator will make a written record which will remain on the student's internal record for a duration of two years.
3. The student will receive a zero for the assignment.

Misconduct in the eAssessments

International School of Estonia does not currently participate in eAssessments.

Upon registering the candidates for the eAssessments the school will follow the procedures regarding academic misconduct as set forth in the following IB publications:

- *Middle Years Programme Assessment procedures*, (relevant yearly session), B1 General regulations: Middle Years Programme, Article 15: Candidates suspected of academic misconduct
- *Academic Integrity*, International Baccalaureate Organisation, 2019

Policy Alignment

ISE MYP academic integrity philosophy and policy align with our school values and other policies as outlined below. In all of these policies and procedures, the student is central.

IB Learner profile

The IB Learner Profile states that students are principled, meaning “acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” (MYP: From Principles into Practice 38). As such, students should complete their work with integrity.

ISE mission statement

Our mission statement aims to “support a respectful environment and empower individuals to set and reach high standards”. Part of a respectful environment, and setting and reaching high standards is understanding and demonstrating integrity and honesty in all assignments as an individual.

ISE MYP assessment policy

ISE MYP academic integrity policy aligns with our assessment policy. Academic integrity section in the ISE MYP assessment policy states “... students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation to this will be dealt according to ISE MYP Academic Integrity Policy.” Formative assessment tasks can be used to teach, learn and practise academic integrity, as formative work helps a student meet the established criteria for the summative task.

ISE MYP language policy

ISE MYP language policy supports (ELL) students, where possible, in learning through their mother tongue; this flexibility decreases the pressure students might otherwise feel to copy and paste information from English language sources when conducting research. Instead, students can choose (where possible and appropriate) to work from multilingual sources. We also provide support for our English language learners in this regard as there may be differences in cultural understanding of academic integrity that need to be bridged. Teachers will consistently teach how to cite using MLA.

ISE Inclusion policy

All students regardless of their learner status are expected to be principled and as such, they will complete all assessments and other work with academic integrity.

DP Academic Integrity Policy



Introduction

The International School of Estonia promotes student-driven, independent and ethical academic development. Fostering trustworthy and responsible learners is a fundamental aspect of the world we aspire to create. The secondary school years are formative in terms of character development and independent working skills, and integrity in these areas is of paramount importance for our students to become lifelong learners and constructive global citizens. In line with the IB Learner Profile, we prepare students to act “with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.”

The school plays a critical role in the academic and ethical development of each student. All teachers provide consistent guidance on how to work transparently, how to properly use and cite sources, and how to present their work honestly and confidently. We are also committed to rigorous supervision of assessment conditions. We hold ourselves to the standards presented in the IB’s [Academic Integrity](#) publication, which details both administrative guidelines and sanctions.

Responsibility for building and maintaining a culture of academic integrity and principled behaviour extends to the whole school community. Students, parents and caregivers are expected to familiarise themselves with the school’s academic integrity policy and commit to supporting its principles. Students and their parents are required to sign the form which states they have read and understood this policy.

What is academic misconduct?

We define academic misconduct as any behaviour, deliberate or inadvertent, that results or may result in any candidate gaining an unfair advantage in one or more assessment components. It includes plagiarism (including misuse of AI resources), duplication of work, and any other behaviour that produces an unfair advantage for a candidate or negatively impacts another candidate.

Below, we define and provide examples of the most common terms associated with academic misconduct, including ways to avoid them. It is not possible to comprehensively encompass every potential form of malpractice. To maintain flexibility, any suspected breach of academic integrity can be referred to the DP Principal Coordinator for review and possible action.

Instances of Academic Misconduct:

Plagiarism

Violation	Definition	Examples
Plagiarism	<p>The representation of the ideas or work of any other person (with or without permission) as the candidate's own.</p> <p>The representation of the ideas or work generated using AI** as your own.</p> <p>Intentional and unintentional plagiarism are treated the same way.</p>	<ul style="list-style-type: none"> ● Copying and pasting information from a website into your work without citation. ● Using an article, text or image, taking ideas from it, and then claiming the ideas as your own. ● Copying another student's work and taking credit. ● Working with a group of students but submitting the work with only your name on it. ● Asking or hiring someone to complete an assignment for you and submitting it under your own name. ● Translating work from a foreign language into English and submitting it as your own work (this is the most common form of academic misconduct identified by or reported to the IB!) ● Memorising a piece of text and then reproducing it during oral or written examinations. ● <i>Using AI to generate all or part of an assessment and submitting it as your own.</i>

To Avoid Plagiarism:

- If you ever use someone else's words or ideas, give them credit. In the same sentence where you copy, adapt, paraphrase, or translate another person's ideas or words, you must mention the author and/or location where you found the information. Using outside sources shows respect for the work of others, makes a better argument, and gives your work greater credibility.
- Make sure you reference the material in the body of the text and in the bibliography
- When in doubt, ask a teacher for guidance or support in referencing an information source!

**** We consider AI resources as any other source. Therefore it is required to acknowledge use of AI in any work students submit for class. Uses of AI must be clearly described in the assignment and properly cited. The teacher will give specific guidelines for use and referencing as part of the assignments.**

Peer Plagiarism

Violation	IB Definition	Examples
Peer plagiarism	Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.	<ul style="list-style-type: none"> You let another student copy from your homework. During an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz. You are allowed to take an exam, test or quiz earlier than your peers and you share the test questions with them. You do someone else's work and let them submit it as their own, or you impersonate another student for an exam. You know that somebody is cheating, but you don't report it. (The IB takes this extremely seriously!)

To Avoid Peer Plagiarism:

- Allowing others to cheat makes you guilty of peer plagiarism: only do your own work, and don't help anyone cheat.
- During an exam or other assessment, keep your work to yourself.

Duplication

Violation	Definition	Examples
Duplication	The presentation of the same work for different assessment components, subjects, and/or IB requirements.	<ul style="list-style-type: none"> Completing a TOK reflection in grade 11 and copying parts of it to complete your Maths EE in grade 12.

To Avoid Duplication:

Do not directly copy anything from an earlier work. If you want to refer to an earlier work, for example, you want to use something from your MYP Personal Project, you may do so but you must still cite your previous work!

Cheating

Violation	Definition	Examples
Cheating	To act dishonestly or unfairly in order to gain an advantage, in a test situation.	<ul style="list-style-type: none"> • Using restricted material during an exam, such as cheat sheets or electronic devices. • Leaving the exam room or classroom and using restricted materials prior to returning. • Fabricating information to try to earn more time or credit on an assignment, project, or exam. • Looking for past papers or markschemes in the hope that questions will be duplicated in a future exam, or accessing specified past exams when asked not to. • Disrupting an exam in a way that disadvantages other students. • Removing any exam materials from the examination room.
Using software to improve language and grammar	<p><i>The IB allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.</i></p> <p><i>Language courses are the exception. For other subjects, the use of spell checkers and bilingual dictionaries is acceptable.</i></p>	<ul style="list-style-type: none"> • <i>Students are not permitted to write essays in one language and then use digital translation tools for submission to the IB in another language.</i> • <i>In subjects where marks are awarded for sentence structure, the use of such tools is not permitted.</i>

To Avoid Cheating:

- Leave all electronic devices in your locker when you have an exam (unless you need a GDC).
- Avoid talking to or looking at classmates during an assessment.
- Be principled and tell the truth.
- *Follow the task specific guidelines for when and how the AI sources may be used. Use the AI tools ethically only to support your learning.*

Ensuring Academic Integrity

To support learning and encourage students to complete work with integrity, ISE teachers have adopted a number of strategies.

- We share the IB publication for [effective citing and referencing](#) with students and help them to develop an understanding of why, what, when and how to cite.
- We use MLA (Modern Language Association) Style across all subjects and grade levels. ([Simple](#); [comprehensive](#)).
- We follow the approach of the [Purdue Owl](#) and provide a tour of the site with all resources to students. The website provides resources demonstrating how to use in-text citations to reference sources as well as how to make a works cited page.
- We support students learning how to use MLA to properly reference sources using both in-text citations as well as a works cited page. This includes how to properly cite the work generated by AI.
- We consistently work with students on how to properly integrate and acknowledge source material.
- We clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).
- Teachers will give specific guidelines for when and how AI sources may be used.
- We remind students about the electronic device policy and provide a space to store devices during examination situations.
- The school will *exclusively* use “Turnitin” and Managebac as tools for electronically collecting all written work completed outside the classroom and checking work against many online sources and possible duplication of work from previous years. *As ISE staff have been trained to use these internationally recognized and trusted tools, no other detection software will be accepted.*

As student work is submitted for external moderation, it is imperative that teachers are able to verify the authenticity of student work. Teachers must indicate this in the IB upload system prior to submitting each assessment. If there is any doubt, the work is unable to be submitted and the student will not be eligible to receive IB credit in that course.

Academic misconduct cases identified by the school during internal assessment situations

Procedure:

As stated in the IB Academic Integrity publication, “it is advisable that shortcomings on the part of students are not punished immediately. It is preferable to generate a supportive environment that allows students to learn while developing the required skills and understanding of good academic practice” (p. 13). As such, in each instance of a suspected violation of the school’s standards of Academic Integrity outside the scope of IB external assessments (i.e. while completing class assignments/tests, internal assessments, extended essay, mock exams, etc.), the following procedure will occur:

1. The teacher who suspects an instance of academic misconduct will carry out a confidential preliminary investigation and record observations, evidence, etc. In the process, the teacher will:
 - The teacher will compare the student’s work to their previous samples and, if applicable, review the editing history of the document.
 - Review the TurnItIn Similarity Report. The results are not considered proof one way or the other, but are used for guidance. Reports indicating higher than 20% similarity (including text generated using AI) are cause for further investigation
 - Consultations with the student as appropriate to clarify the situation. The purpose of this is to verify whether the student can speak knowledgeably about the content.
 - In some cases, the teacher may consult with the student’s other teachers.
 - During this process, teachers will ensure the rights of the student and those involved are not violated
2. If the teacher determines the student has committed an infraction, he/she will file an [incident report](#) and share to inform the DP Principal-Coordinator.

Actions:

1st Offence

In addition to the procedure outlined, the following will take place:

- The student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the DP Coordinator who will attach it to the original incident report.
- The student's parents will be informed of the violation and will receive information on ways to support the student to avoid this type of academic misconduct in the future.
- If the assignment is graded, the work will not be accepted for credit. The student will need to reattempt the assessment *to receive credit*.

2nd Offence

In addition to the procedure outlined, the following will take place:

- The work will receive zero credit, and the student may not reattempt the assessment.
- The student will meet with the DP Principal Coordinator to reply to the findings of the investigation and discuss the consequences of further incidents. A summary of this meeting will be attached to the original incident report.
- A conference will be held including parents and/or caregivers, the teacher, the student, and the DP Principal Coordinator to discuss the academic misconduct, how to avoid further misconduct, and to impress upon the family the consequences of further violations.
- The director will be informed.

3rd Offence

In addition to the procedure outlined, the following will take place:

- The work will receive zero credit, and the student may not reattempt the assessment.
- The student will be removed/will not be registered as an IB Diploma candidate.
- A discussion will be scheduled between parents, the DP Principal Coordinator and the director to discuss the student's academic prospects at ISE.

Misconduct during the IB Diploma Examinations

It is possible that an instance of academic misconduct occurs during a final examination session. According to the IB's Diploma Program Assessment Procedures 2022, "alleged misconduct during an examination must be reported to the Assessment Division, IB Global Centre, Cardiff, by sending a report to IB Answers as soon as practically possible (ideally within 24 hours)." (p 120) Anyone with knowledge of an alleged misconduct situation should share their concerns with the DP Coordinator as soon as they are able.

As laid out in the IB's [Academic Integrity](#) manual, "the IB will act upon all reports of alleged student academic misconduct and school maladministration, regardless of when they reach the [IB] organisation during the assessment cycle. Once the report or allegation is received the IB will initiate a thorough, fair and transparent investigation to collect the evidence needed to reach an impartial and proportionate outcome, following long established precedents (p. 19)...Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix (p. 25)." ISE will fully support the IB in any investigation, both student- and staff-related. For further information regarding the investigation process, please refer to the official IB publication linked above.

Academic misconduct during exams includes, but is not limited to, the following:

Violation	Additional Notes
Possessing unauthorised material in the examination room	Unauthorised materials or items may include but are not restricted to: <ul style="list-style-type: none"> ● mobile or cellular phones ● notes ● study guides ● own rough or scratch paper ● non-permitted dictionaries or calculators ● other prohibited electronic devices such as smartwatches or smart glasses.
Exhibiting misconduct or disruptive behaviour during an examination	Misconduct during examinations may include but are not restricted to: <ul style="list-style-type: none"> ● failing to follow invigilator instructions ● disruptive behaviour ● attempting to remove examination materials from the examination room ● leaving the examination room without permission.

Attempting and/or succeeding in exchanging, passing, obtaining or receiving verbal or written information from other students during the examination.	
Impersonating an IB candidate—both the impersonator and the person allowing Impersonation are guilty	
Failing to report an incident of academic misconduct	
Gaining access to IB examination papers before examination's scheduled time	
Assisting another student(s) in committing an act of academic misconduct	<p>Assisting other student(s) in committing an act of misconduct may include but are not restricted to:</p> <ul style="list-style-type: none"> • facilitating information to other candidates during the completion time of the examination • distributing live examination content before, during or after the scheduled time of that examination through any means (NB the IB imposes a 24-hour moratorium on discussing exam materials after the exam is finished)

Policy review

This policy will be reviewed at the beginning of each school year by all teachers. Review cycle is every three years, including teacher, student and parent representatives guided by the Principal Coordinators.

PYP Appendices

Appendix 1 - Information Technology (IT) Responsible User Agreement (RUA) for Lower School

Information Technology (IT) Responsible Use Agreement (RUA) for Lower School

ISE Definition of Digital Citizenship

“At ISE we see digital citizenship as a constructive engagement with the virtual world as a whole. It involves acting with integrity and awareness at all times in one’s digital interactions.”

Technology and Innovation at ISE

Mobile devices are increasingly present in the lives of our students. ISE is a 1-1 iPad school, providing students from PYP 1 to PYP 5 with an iPad, in order to support inquiry and personalized learning. Classrooms are equipped with Apple TV’s. The school offers a robust wireless network that is capable of supporting the full spectrum of devices currently available to students. ISE is a Google Apps for Education (GAFE) school and provides all students starting from PYP 1 with an ISE email account to use in and outside campus for educational purposes. Appropriate restrictions and settings are set for Google Apps use according to the age level of students.

All parents need to read with their children and sign the Responsible Use Agreement (RUA), within the first week of school before a student can use their device in school or other school owned devices.

- Lower school students are not allowed to borrow school owned iPads over the summer time.
- PYP 1 - PYP 5 students are not allowed to take home their iPads during the school year if not stated otherwise.
- PYP 3 - PYP 5 students are allowed to take home their iPads during the school year, after their homeroom teacher’s permission.

Bring Your Own Device (BYOD) for PYP 5 at ISE

The BYOD Programme at ISE enables student agency in many ways. BYOD offers ubiquitous device use for our students to support their personalized learning needs. This allows them to bring their personal laptops from home and use them for projects in the classroom. Being able to evaluate and make such choices is an important aspect of information and communication literacy (ICT).

iPad and Digital Citizenship Responsibilities

Parent Responsibilities

- Parents and students must read and agree to the school's RUA. Parents should read and explain to their children the student responsibilities while going through the agreement.
- The iPad must return to school in fully functioning, working order at the time of withdrawal.
- When an iPad is broken/malfunctioning but can be repaired, the school will run the initial diagnostics and get the price offered for the repairs. The iPad repair will be taken care of ONLY by school. Once the diagnostic tests are completed and the cause of the malfunction has been determined, the school will make a decision as to who is responsible for expenses incurred in the repairs. In the case of a technical breakdown the school will cover the cost of repairs. However, if it is determined that the damage was the result of negligence or misuse on the part of the student, then the family will be responsible for the costs of the repairs. School will offer a replacement iPad for the time of repairs with a new temporary agreement for that specific machine.
- Parents and students should not use their personal accounts on school owned devices.

Student Responsibilities

- I will handle all computing equipment with respect
- I will use my iPad only when the teacher allows me to.
- I will put my iPad on the side to listen to instructions.
- I will ask for permission before recording someone (photo, audio, video) at school or elsewhere.

- I will not post or write anything about someone that I wouldn't like if it were posted for me.
- I will keep all foods/drinks away from my iPad
- I will not keep my iPad in very warm or very cold temperatures.
- I will take care of my iPad and always keep the cover on.
- I will clean my iPad screen regularly.
- I will carry the iPad carefully in both hands, with it tucked under my arm or holding it like a book.
- I will tell the teacher if I damage the iPad.
- I will protect my privacy - I will not include my phone number, address or schedule posts and will keep my username and password a secret.
- I will only communicate with people that I know, when using computing devices.
- I will share the iPad nicely and take turns when I am sharing with another student.
- I will help my classmates when they need help with their iPad.
- I will use only apps that the teacher has told me to.
- I will ask the teacher if I don't know how to use something on the iPad.
- I will tell the teacher if I believe that a classmate is not using the iPad correctly.
- I will speak to an adult if a friend/classmate or anyone else, talks to me in a way that makes me feel uncomfortable.
- I will tell the teacher about new cool apps that I would like to try.

I understand that any abuse of the regulations in the agreement will result in my privileges being withdrawn.

Student/Parent: I have read and agree to the terms of the Information Technology Responsible Use Agreement and the iPad Responsible Use Agreement*. I understand my responsibilities in this agreement. I understand that any abuse of the regulations in the agreement will result in my privileges being withdrawn.

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____

Appendix 2 - ISE PYP ATL Core skills; Category: Research Skills

PYP Sources

“Academic Honesty—Primary Years Programme.” *Academic Honesty in the IB Educational Context*, International Baccalaureate Organisation , 2016,
https://ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=g_0_malpr_sup_1408_1a_e&part=2&chapter=3

Children’s World Academy - Academic Integrity Policy, Children’s World Academy, May 2021

British International Schools of Stavanger - BISS Sentrum Academic Honesty Policy, British International Schools of Stavanger, December 2020

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MYP Appendices

Appendix 1: ISE MYP ATL Core skills: vertical planning; Category: Research

Cluster	All subjects/ library/ICT/SEN	MYP 1 Expectation	MYP 2 and 3 Expectations	MYP 4 and 5 Expectations
Information/ media literacy: Finding, interpreting and presenting (including referencing) information	Locate, organise, analyse, evaluate, synthesise and ethically use information from a variety of sources and media (including digital social media and online networks)	Evaluate and use an appropriate sources with guidance	Develop, evaluate and use an appropriate set of sources with some guidance	Select, evaluate and use a variety of appropriate sources independently
	Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions (MLA)	Use the agreed referencing style with guidance	Use the agreed referencing style with some guidance	Use the agreed referencing style independently.

Appendix 2: ISE MYP-DP Referencing Scope and Sequence

[Follow this link to ISE MYP-DP Referencing Scope and Sequence](#)

Appendix 3: ISE MYP Academic Integrity Policy: Student version

[Follow this link to the student version](#)

Appendix 4: Academic Integrity Incident report

[Follow this link to Incident report](#)

MYP Sources

Academic Integrity, International Baccalaureate Organisation, 2019

Academic Honesty—Middle Years Programme. Academic Honesty in the IB Educational Context, International Baccalaureate Organisation, 2014,

Middle Years Programme Assessment procedures, 2022 (or relevant yearly session), B1 General regulations: Middle Years Programme, Article 15: Candidates suspected of academic misconduct

MYP: From Principles into Practice. International Baccalaureate Organisation, Sept. 2017.

The Responsibilities of IB World Schools in Ensuring the Integrity of IB assessments. International Baccalaureate Organisation, 2017,

Understanding Academic Misconduct. MYP: From Principles into Practice, International Baccalaureate Organisation, Sept. 2017,

What Is Intellectual Property. WIPO World Intellectual Property Organization, WIPO, www.wipo.int/about-ip/en/.

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DP Appendices

Appendix 1: Academic Integrity Policy Form for ISE and IB Diploma Programmes

Academic Integrity Policy Form ISE and IB Diploma Programmes 2023 - 2026

I have read and understood ISE's "Academic Integrity Policy, ISE and IB Diploma Programme, 2021-2024". I agree to adhere to the expectations laid out in this document and understand the consequences of committing academic misconduct.

Student signature

Parent signature

Student name

Date

DP Sources

“Academic Integrity.” The International Baccalaureate. October 2019. Updated March 2023

“Academic Integrity: Piedmont High School.” Web. 17 Nov. 2013. “Academic Integrity.” Rutgers University. Web. 17 Nov. 2013.

Carroll, Jude. “Academic Honesty in the IB.” The International Baccalaureate Organisation. October 2012 (updated 2016).

“Diploma Program Assessment Procedures 2022.” The International Baccalaureate Organisation. September 2021.

“Effective Citing and Referencing.” *The IB Continuum of International Education*. The International Baccalaureate. August 2014.

“Lessons in Learning: Liars, Fraudsters and Cheats: Dealing with the Growth of Academic Dishonesty.” Canadian Council on Learning. Web. 17 Nov. 2013.

“The Conduct of the IB Diploma Programme Examinations.” The International Baccalaureate Organisation. 2015.