



ACADEMIC INTEGRITY

POLICY

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1. MISSION

The International School of Tallinn (IST) mission is to support the holistic development of every individual to become responsible global citizens and independent life-long learners by providing a rigorous inquiry and multicultural learning environment.

2. VISION

We want to create a global community that values inquiry, critical and creative thinking, open and entrepreneurial mindedness, and acts with tolerance and compassion.

Values

1 IB LEARNER PROFILE

The core of International Baccalaureate programs is the IB Learner Profile and the International School of Tallinn 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.

2 PHILOSOPHY AND AIMS

- Want to make all children feel welcome, valued, and included in the school community, regardless of their different learning needs.
- Acknowledge students' individual strengths and challenges.
- Have high aspirations for our students and provide them with high-quality learning opportunities to ensure that they achieve their highest potential
- Take into consideration the needs of the whole school community.
- Make adjustments to ensure that pupils and members of staff are not disadvantaged.
- Celebrate big and small achievements.
- Identify and overcome barriers to learning for groups and individuals.
- Help students feel challenged, yet supported throughout the school year.

- Believe that it is the responsibility of every teacher, as a teacher of all students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners.

3 RATIONALE

At the International School of Tallinn, the IB Learner Profile provides the foundation for academic integrity, as it asks us to be principled in our lives in and out of school. The Learner Profile reminds us that principled people “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.”

Our policies and practices regarding academic integrity stem from this philosophy, and IST’s mission “to educate for international understanding” inspires us to meet the highest standards of ethical practice.

In teaching, learning, and assessment, academic integrity serves to promote personal integrity and promote respect for others and the integrity of their work. Upholding academic integrity helps to facilitate an equal opportunity to demonstrate the knowledge and skills students acquire during their studies, while also observing intellectual property rights and general integrity.

The International School of Tallinn will use the most current version of the MLA Citation Style as outlined in the ‘MLA Formatting and Style Guide’ for citation and bibliography. <https://style.mla.org/>

4 ACADEMIC MISCONDUCT

The IB General Regulations defines misconduct as “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.” Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment.

5 PYP ACADEMIC INTEGRITY POLICY

The entire school community, including both teachers and students, bears the responsibility for upholding academic integrity. This commitment is nurtured throughout the curriculum as an integral component of the school's Approaches to Learning. These skills, known as ATL skills, transcend specific subjects and assist students in mastering the art of learning itself. To educate students about the significance of academic integrity, the following definition will be employed.

5.1 Definition of plagiarism:

- Plagiarism is the act of using someone else's words, work, ideas, or opinions without giving them proper credit.
- It also includes borrowing the structure of someone else's ideas, the organization of content, or the flow of thought without obtaining permission.

5.2 Strategies

To foster learning and cultivate integrity in student work, IST has implemented several strategies:

- Students will be instructed and will practice academic honesty as an integral aspect of their development of ATL skills across various subject groups and during PYP Exhibition projects.
- We encourage students to engage in dialogue with their teachers and the librarian whenever they are uncertain about when or how to reference a source.
- Whenever students utilize someone else's ideas or words, it is imperative that they attribute credit to the source, whether it be from the internet, books, etc.
- Teachers will provide clear guidance to students regarding whether assignments are to be completed independently or collaboratively within groups, emphasizing the importance of legitimate collaboration.
- Students will utilize process journals during the PYP Exhibition as a tool to reinforce academic integrity.
- EAL (English as an Additional Language) students, where feasible, may utilize their native language and select from multilingual sources. Additionally, we offer support for EAL students regarding variances in cultural interpretations of academic integrity.

5.3 Roles and responsibilities

Enforcing this academic integrity policy requires the collective effort of all members within the school community, each fulfilling their distinct roles and responsibilities.

5.3.1 Pedagogical Leadership team:

- Regularly review the Academic Integrity Policy with Teachers
- Ensuring the completion and clear communication of the policy to the entire school community, with particular emphasis on students.
- Fostering a culture of good practice and academic integrity within the school
- Collaborating with Librarians, Information Technology Specialists, to promote the teaching and application of academic integrity in PYP classrooms and units of study.

5.3.2 Teachers:

Teachers are entrusted with the responsibility of exemplifying academic integrity and serving as role models for students through the following actions:

- Supporting and adhering to the School's Academic Integrity Policy.
- Vigilantly observing and addressing instances of malpractice, particularly plagiarism and unauthorized copying from the Internet or other published sources.
- Guiding students and actively fostering a culture of academic integrity.
- Regularly reminding students of the significance and methods of upholding academic integrity, and not solely reacting to misconduct.
- Upholding and enforcing the school's policies on good academic practices, providing guidance to students as needed.
- Demonstrating confidence in the authenticity of students' work, initiating discussions with students when doubts arise.
- Cultivating attitudes of confidence, independence, integrity, and respect, particularly in relation to students' personal academic integrity.
- Modeling age-appropriate practices of academic integrity.
- Ensuring parental involvement in the process and regularly informing them about the academic honesty policy.
- Remaining informed about referencing styles and methods aimed at promoting academic integrity.

5.3.3 Students:

- Engage in learning and applying academic integrity principles as an integral aspect of developing ATL skills, while understanding that support and guidance from librarians and teachers are readily available when needed.
- Foster a mindset and behavior that upholds the essence of academic integrity in both demeanor and actions.
- Familiarise themselves with appropriate methods of crediting and referencing works, and ensure accurate acknowledgment.

5.3.4 Parents are responsible:

- To offer support to students by taking an interest in their work and ensuring they are on track to meet the internal deadlines issued by the school.
- To offer support to students by reading and discussing with them the contents of the Academic Honesty Policy.

6 GENERAL RESPONSIBILITIES OF DIFFERENT PARTIES FOR MYP & DP

6.1 Students

The student is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. The student shall sign a consent form stating that each internal assessment submitted by them is their own piece of work.

IST students are expected to:

- Work to produce authentic work
- Report malpractice violations to a trusted school employee
- Understand that putting your name on an assignment or assessment certifies it as your own work, cited appropriately
- Minimize malpractice temptation by managing time appropriately
- If an incident of malpractice occurs, either intentional or unintentional, complete the reflection process with your instructor
- Understand proper citation expectations for assignments
- Ask for guidance when you are unsure
- Use internet correctly

Students must appreciate that academic integrity is an essential principle of education and is not merely about avoiding malpractice or avoiding getting caught.

6.2 Teachers

All teachers at IST share the responsibility of reinforcing best practices and teaching proper research skills. IST teachers are expected to:

- Communicate appropriate collaboration versus collusion with each assignment •
Teach a recognized citation convention for written and non-written works
- Demonstrate and model academic integrity in presentation, etc.
- Report and record academic dishonesty through a referral
- Assure students understand that when they submit a task as their own, they are representing that they have not received nor given aid on assignments or assessments. Teachers can opt to ask students to use their signature to explicitly assure this point if needed
- Minimize temptation for malpractice in assignments and assessments
- Communicate with students, parents, counsellors, and administrators about concerns and malpractice offenses
- Teachers, administrators, and counsellors involve students in reflection and discussion about instances of malpractice

6.3 School Administration

The school's leadership has the responsibility for establishing processes and procedures that support and a school culture that actively encourages academic integrity. IST administrators are expected to:

- Support academic integrity policy and investigate all teacher reports of malpractice
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions
- Ensure the academic integrity policy is applied consistently throughout the school
- Provide staff development and guidance on academic writing and referencing systems that are available
- Provide teachers with material to guide students in maintaining academic integrity
- Contact parents and students about malpractice incidents

6.4 Parent(s)/Guardian(s)

The home environment is an integral part of a student's academic performance. A solid partnership between home and school is essential in providing consistent and ongoing support in all areas of life. IST parent(s)/guardian(s) are expected to:

- Encourage their child to practice academic integrity
- Encourage their child to cultivate a culture of academic integrity in school
- Address concerns of academic misconduct/malpractice with their child and school personnel if necessary

As educators of academic integrity, the most important role of the school administration, teachers and parents is to teach the students about academic integrity. By promoting a culture of academic integrity, the adults of the school community ensure that students are aware of both the importance and the methods of academic integrity.

7 MYP & DP ACADEMIC INTEGRITY POLICY

At IST, we focus on teaching strong values and honest behavior. This fits with the goals of the IB Middle Years Programme and Diploma Programme. We believe in creating a school culture where everyone - students, teachers, and parents - acts honestly and with good principles. Teachers in all subjects teach students how to work well with others, how to correctly give credit to their sources using MLA format, and how to be open and honest in their learning.

This helps students do their work the right way from the beginning. These years are important for building students' characters, teaching them to learn on their own and to keep learning throughout their lives. We give them tasks that make them think deeply, do their own research, share their ideas, or work in teams to create something new. Being honest in their work is a key part of learning at IST, as the IB program wants all of us to be fair, honest, and respectful to everyone. Students need to show they understand this and avoid any cheating or dishonesty.

Academic misconduct is defined as behavior 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, 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.

8 PLAGIARISM

Defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

- Exact copying from another person's work without using a full and appropriate citation consistent with the MLA Formatting and Style Guide
- Taking basic words or language from another source without providing a full citation, even paraphrased ideas must be cited
- Presenting another person's ideas or thoughts as one's own
- Presenting text from the Internet or another source as though it is one's own
- Submitting an assignment, or a portion of an assignment, for multiple purposes or in multiple courses, is often referred to as self-plagiarism.
- 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 or any other tool.
- Claiming AI-generated ideas work as your own.

9 COLLUSION

Defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another.

- Helping someone else cheat both deliberately and through support
- Allowing your work to be copied and/or submitted by another student, including homework assignments
- Representing significantly unequal work as an equal collaboration
- Writing a paper or doing homework for another student, including sharing completed work with students who may take the course in the future
- Sharing information about assessment content and questions with other students.
- The teacher gives a lab report to be completed individually and you work with other students but submit the work with only your name on it.

Distinction between legitimate collaboration and unacceptable collusion:

Collusion is to be distinguished from collaboration, which we define as multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines. It is important to note that teachers must be clear with assignment guidelines to specify what is collaboration versus collusion on any given task.

10 OTHER EXAMPLES OF MISCONDUCT

- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behaviour during examination
- Disclosure of information about the content of an examination paper within 24 hours after a written examination
- Sharing passwords

11 MYP PROCEDURES FOR SUSPECTED ACADEMIC MISCONDUCT

If a student is suspected to have engaged in cheating, collusion or plagiarism and breached the school's standards of academic integrity the matter will be referred to the IB coordinators or the Director. This core value demands a collective commitment from all involved parties—teachers, students, and their families—to uphold and foster a robust culture of academic honesty within our institution.

Should there be any suspicion of a breach in the school's Academic Integrity standards, the following procedure will be followed.

1. The teacher responsible for the assignment will initiate a thorough examination. This process will include the instructor taking steps to:
 - Engage in discussions with the student when necessary to understand the involvement of the student in the work submitted.
 - Analyze the student's submission against their prior work and, where relevant, examine the document's edit history.
 - Review Turnitin similarity report on Toddle. The results are not considered proof one way or the other, but are used for guidance. Reports indicating higher than 15% to 20 % similarity (including text generated using AI) are cause for further investigation
 - In certain instances, the teacher might also seek insights from the student's other teachers.
2. If the teacher determines the student is responsible for the misconduct, the teacher will file a Violation report and this shall also be mentioned in the semester reports.

1st Conduct:

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, Homeroom teacher and the MYP Coordinator 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 violation report

2nd Conduct:

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

1. The student will meet with the teacher, Homeroom teacher and the MYP Coordinator as applicable, for example to participate in the understanding academic integrity session.
2. The MYP 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 Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original violation report.

3rd Conduct:

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

1. A conference including parents, Homeroom teacher, teacher, student, MYP Coordinator will take place to discuss academic misconduct and how to avoid it in the future.
2. The MYP Coordinator will make a written record which will remain on the student's academic report
3. The student will receive a zero for the assignment.

11.1 Other Additional Information

1. Forms and definitions of academic dishonesty
 - a. **Plagiarism:** the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The ideas may be derived from a variety of sources, from electronic to oral forms of communication
 - b. **Collusion:** supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another.
 - c. **Duplication of work:** the presentation of the same work for different assessment components and/or Programme core requirements. This can sometimes be called "double dipping".
 - d. **Leakage:** this means that the total or partial content of an exam has been obtained, disclosed or shared prior to the examination.
 - e. **Impersonation:** An individual who is not registered as a candidate takes the place of one that is registered.
 - f. **Smuggling of foreign materials:** This is the introduction of unauthorized materials notebooks, crib notes, charts and answers into the examination hall. The material is normally hidden pants, shoes, hems or underwear or written on parts of the body or materials taken into the exam room.
 - g. **External Assistance:** Individuals who are not examination candidates giving unauthorized assistance to candidates. This can be done by an individual, using electronic devices or oral/visual aids.
 - h. **Copying:** Reproduction of another candidate's work with or without their permission.
 - i. **Intimidation:** to physically or psychologically threaten a member of staff or other student(s) to provide extra help to student(s).

- j. **AI generated texts:** use of AI or other generative tools to complete an assignment or assessment without appropriate citation or acknowledgement. Please see the IST AI Usage policy.
2. Authenticity Checking and Turnitin
 - a. The software program has been linked to our planning, teaching, and learning platform, Toddle.
 - b. Teachers use the Turnitin application to evaluate all student work, both formative and summative, and check authenticity reports for each student.
 - c. In the case of academic dishonesty, further steps will be taken at the discretion of the school based on the discipline policy.
3. All issues involving academic dishonesty will go through the IB Coordinator, who will contact and collaborate with the proper parties involved.

12 COMMUNICATION PLAN

1. The Programme Coordinators will deliver a workshop at the beginning of each academic year for parents and students to ensure they have a complete understanding of academic integrity and academic misconduct.
2. Students will be trained on the skills for citing and referencing and this will be reinforced both during tutoring and in all academic classes.
3. The students will read and sign an academic integrity agreement confirming they have understood the policy and agree to the terms
4. The Academic Integrity Policy will be displayed on the IST website www.ist.ee

How to prevent Academic Dishonesty?

- Ensure that students are aware of the criteria marking.
- Encourage students to attend support classes to overcome areas of weakness.
- Encourage students to use the resources available.
- Even on the slightest suspicion speak to the student directly.
- Repeatedly remind the students of the importance of academic integrity and the consequences if not adhered to.
- Have a certain set of guidelines for Academic integrity for every project.
- Students should be advised and encouraged to use the internet with discretion and wisdom.

13 DP PROCEDURES FOR SUSPECTED ACADEMIC MISCONDUCT

If a student is suspected to have engaged in cheating, collusion or plagiarism and breached the school's standards of academic integrity the matter will be referred to the IB coordinators or the Director. The student will be informed of the concerns of the teacher and the matter will be investigated. The student has the right to reply to the allegation and discuss the matter with the programme coordinators or the Director

The IB programme Coordinator in consultation with the School Director in consultation with the IB programme coordinator, will decide the outcome of the case. Malpractice incidents will be discussed with the student and then reported to parents, counselors, and administration. Age-appropriate consequences will be administered within the school's discipline protocol when necessary.

13.1 IBDP Specific Information

13.1.1 Incidents Related to Internal Assessments and Coursework

- a. It is the responsibility of the school to resolve academic integrity issues before sending a student's work officially to the IB or awarding marks for submitted work. If a student's work does not meet IB requirements we as a school will not accept the piece of work, therefore resulting in a mark of zero.
- b. If a student's final piece of work does not meet IB requirements, the work should be awarded a failing mark ("0" on internally assessed works, "F" on the IB internal assessment mark entry system, or marked as non-submission in the case of externally assessed components, such as the extended essay, or theory of knowledge essay) and as a consequence the student may not be eligible for a final grade in the subject concerned.
- c. If academic dishonesty is identified after submission of work, we must notify the IB immediately.

13.1.2 Incidents Related to External Examinations

- a. We as a school must properly inform students of all IB expectations regarding conduct and ethical practices while taking part in examinations.
- b. Students using unauthorized material during an examination will be considered to be engaging in unethical practices, regardless of intention or if the material is used. The student will be investigated by the IB.
- c. Students are allowed to continue with the examination even if unauthorized material is found unless their presence is a disruption to other students. Our school must report the incident within 24 hours of the incident.

13.1.3 Investigation of Student Academic Misconduct Cases

- a. The Coordinator will interview the student and teacher/supervisor, keep notes of the meeting and may ask the teacher/ supervisor and students to keep detailed notes, or write a reflection of the events.
- b. If malpractice for internal processes is confirmed, the internal penalties in school will be applied.
- c. If malpractice for external assessment has been confirmed, the IB Coordinator will report the case to the IB.
- d. The IBO will conduct an initial investigation and may require the school to prepare further documents. Once the IBO is involved, they might decide to enforce sanctions.

13.1.4 Student Sanctions

- a. Student sanctions will be determined after a full investigation into the academic integrity incident. All stakeholders will be involved, evidence and statements will be gathered and investigated. Each case will be based on the evidence, and sanctions will be applied using the penalty matrix.
- b. In addition to the penalty matrix, the IB may impose harsher penalties for multiple/very serious offenses. These include no grade provided in any subject and no retake sessions allowed.

13.1.5 Retaking Exams or resubmission of Coursework

- a. The IBO will have the final decision if a student is in breach of regulation, and therefore if they will be allowed to retake an exam or resubmit coursework. Three outcomes will be i) Retake in 6 months ii) Retake in 12 months
- b. No retake or grade awarded but grades awarded in subjects not affected by the incident

14 ALIGNMENT WITH OTHER POLICIES.

IST believes in collaboration and the entire staff devotes extra effort towards the academic rigor of the curriculum followed at school. As a laydown protocol, school policies are reviewed regularly. During their review cycle, the school ensures that all policies work in tandem and that the updates if needed are implemented with immediate effect.

...to our Assessment Policy:

The student shall sign a consent form stating that each internal assessment submitted by them is their own piece of work. IST Academic Integrity policy states that we use MLA (Modern Language Association)

...to our Admission and Exclusion Policy

Academic Integrity Policy is aligned with the School's Admission Policy. Students seeking an admission here at IST, undergo an entrance examination and need to ensure that the tests are taken with utmost integrity.

...to our Language Policy

In IB the assessment of languages is criterion related and we adhere to the School Academic Integrity Policy and the assessment guidelines and requirements prescribed by the IB (see IST Assessment Policy). IST Academic Integrity policy states that we use MLA (Modern Language Association) Style across all subjects and grade levels. Teachers will consistently teach how to cite using MLA.

....to our School Rule policy

School Rule policy is aligned with Academic Integrity policy. Students will be academically honest and will take the responsibility of their own learning.

3. REFERENCES

IB Academic integrity – “From Principles to Practice”
International School of Amsterdam – School Handbook
Saint Mary’s Catholic School – IB Academic integrity Policy
United Nations International School – IB Academic integrity Policy
Magellan School – Academic integrity Policy
The Anton Bruckner International School
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Delhi, p.9. Available at: <<https://intl.apeejay.edu/docs/asi-academic-integrity-policy.pdf>>
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