



**ISH**

INTERNATIONAL  
SCHOOL OF  
HELSINKI

# **ISH ACADEMIC INTEGRITY POLICY**

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## 1. Introduction

The International School of Helsinki (ISH) is committed to fostering a principled, inclusive, and engaged learning environment where academic integrity serves as a cornerstone of our educational philosophy. Academic integrity embodies the values of honesty, respect, trust, fairness, and responsibility in all academic endeavors. At ISH, this also includes fostering the ethical use of artificial intelligence and other technologies, ensuring that these tools are used transparently and responsibly to support authentic learning. At ISH, this policy ensures that all members of the school community are committed to ethical practices that promote intellectual honesty, respect for intellectual property, and the development of authentic learning experiences. This commitment is foundational to preparing students to navigate the complexities of a dynamic, interconnected world with integrity and accountability.

## 2. Purpose

The ISH Academic Integrity Policy is established to:

1. **Guide Ethical Academic Practices:** Provide clear expectations for students, teachers, and parents to uphold honesty and integrity in all academic tasks, fostering a culture of ethical behavior that extends beyond the classroom.
2. **Support the School's Mission and Vision:** Ensure alignment with ISH's mission of fostering diversity, inclusivity, and innovation while empowering students to achieve their potential in all areas of life.
3. **Promote Authentic Learning:** Encourage students to value originality, creativity, and critical thinking in their academic pursuits, while ensuring that assessments reflect their true understanding and abilities.
4. **Prepare Students for Ethical Engagement:** Instill values essential for ethical responsibilities in higher education, professional settings, and global citizenship.
5. **Align with IB Principles:** Reflect the IB philosophy of cultivating principled learners who contribute positively to their communities and the global society. This includes embedding IB Learner Profile attributes such as being principled, reflective, and caring into the expectations for student behavior.
6. **Emphasize Inclusivity:** Ensure that academic practices and assessments are accessible, equitable, and inclusive for all learners.

## 3. Global Citizenship and the IB Philosophy

Academic integrity at ISH is interwoven with the school's commitment to developing global citizens who respect cultural differences, intellectual property, and the diversity of perspectives. The policy aligns closely with the IB Learner Profile, fostering attributes such as being principled, reflective, and caring. By being principled, reflective, and caring, students demonstrate respect for the intellectual property of others and contribute to a culture of ethical and responsible learning. Through this alignment, ISH ensures that students are equipped with the skills, values, and ethical frameworks necessary for meaningful engagement in an increasingly globalized society.

## 4. The Importance of Academic Integrity

Academic integrity is integral to ISH's educational philosophy for several reasons:

1. **Fostering Moral Development:** Upholding academic integrity nurtures the development of principled individuals who act with fairness, honesty, and respect.
2. **Enabling Authentic Learning:** Academic tasks grounded in honesty provide a true reflection of a student's understanding and capabilities, allowing for targeted feedback and growth.
3. **Encouraging Originality and Creativity:** Through academic integrity, students learn to value their own ideas and voice, fostering critical and innovative thinking. While generative AI may support the creative process, students are expected to engage with such tools thoughtfully and ethically. This includes recognising the limitations and potential biases inherent in how these tools are developed and trained. At ISH, we emphasise that originality involves not only the outcome of academic work but also the integrity of the process by which it is created.
4. **Building Trust and Respect:** A culture of integrity cultivates trust among students, teachers, and parents, ensuring a collaborative and supportive learning environment.
5. **Promoting Critical Reflection:** Encouraging students to reflect on their learning processes, align their academic work with personal values, and engage critically with information and resources.

## 5. Responsibilities of Stakeholders

### 5.1 Responsibilities of Students

Students are responsible for:

1. Ensuring that all submitted work is their own original effort, with proper acknowledgement of sources, including AI-generated content.
2. Developing effective research and note-taking skills to maintain authenticity in their work.
3. Asking for clarification and support when faced with challenges in completing academic tasks ethically.
4. Understanding and adhering to ISH's expectations for academic integrity, including proper citation practices.
5. Critically evaluating the relevance and accuracy of sources, including AI-generated content, to ensure its appropriate application in their work.
6. Engaging with learning through inquiry-based approaches, fostering creativity and ethical research practices.
7. Students should understand and adhere to the IB's expectations of academic integrity, engage in honest practices, and take responsibility for their own learning. They should seek guidance when unsure about ethical practices and ensure that their work reflects their genuine efforts.

## 5.2 Responsibilities of Parents

Parents play a vital role in supporting academic integrity by:

1. Encouraging students to adopt ethical academic practices and plan their workload effectively.
2. Communicating with teachers and school leadership about any challenges affecting a student's ability to complete work honestly.
3. Reinforcing the importance of originality and ethical behavior at home.
4. Monitoring the responsible use of technology to support ethical learning practices.

## 5.3 Responsibilities of Teachers and Staff

Teachers and staff uphold academic integrity by:

1. Explicitly teaching principles of academic honesty, including proper citation and research methods.
2. Designing assessments that encourage creativity and reduce opportunities for dishonesty.
3. Utilizing tools such as Turnitin to support students in understanding and avoiding plagiarism.
4. Acting as role models by demonstrating ethical practices in their teaching and interactions with students.
5. Investigating and addressing breaches of academic integrity fairly and consistently.
6. Providing clear guidance on the ethical use of technology and AI tools in academic tasks.
7. Incorporating IB approaches to teaching, such as [inquiry-based learning and reflection](#), to model and support ethical academic practices.
8. Collaborating with library staff to provide students with tools and instruction on research skills, citation practices, and the ethical use of information.

## 6. Defining Authentic Work

Authentic work is defined as:

1. The original product of the student's effort clearly demonstrates their understanding and insights.
2. Properly acknowledge other sources' influence, including paraphrased ideas, quotations, and AI contributions. This includes documenting the specific tools used, detailing how AI was incorporated into the work, and ensuring that its role complements rather than substitutes the student's intellectual effort. Tools such as Google Docs Citations can be used to assist in accurate referencing.
3. Produced transparently, with revisions and progress documented to ensure authenticity. Transparency also involves providing drafts or version histories that reflect the student's learning process and ensuring compliance with IB standards for anonymous final submissions.

4. Free from unauthorized assistance or dishonest practices, with a clear focus on personal accountability and adherence to the principles of academic integrity.
5. Equitable Demonstration of Understanding: This ensures all students, regardless of ability or background, can equitably demonstrate their understanding. This means assessments and assignments should be accessible and inclusive while maintaining high standards of academic rigor.
6. Students should strive to be content creators, producing work that reflects their original thinking and understanding. This includes appropriately crediting the contributions of others and avoiding the replication of ideas without acknowledgement.
7. All submissions must include in-text citations and a properly formatted Works Cited page following the MLA or other designated style. Students are encouraged to use tools like Google Docs Citations to ensure accuracy and consistency.

## 7. Academic Integrity Across the IB Programmes at ISH

Academic integrity is foundational at all levels of education at ISH, with expectations evolving in complexity as students progress from the Early Years (EY) through the PYP, MYP, and DP. The following outlines how academic integrity is embedded at each stage:

### Primary Years Programme (PYP)

#### Early Years

- Academic integrity in the EY programme is introduced through **play-based learning** that fosters **curiosity, honesty, and respect** for others' ideas.
- **Teachers model ethical behaviour**, emphasizing truthfulness and **personal responsibility** in learning experiences.
- Students begin to recognize **ownership of work** by sharing their thoughts and acknowledging **group contributions**.

#### Grades 1-5

- Students begin to understand the value of **academic integrity** by expressing their own ideas through **inquiry-based learning** that fosters **curiosity, responsibility, and honesty**.
- Teachers introduce foundational **research skills**, including **recognising sources** and **attributing ideas**, using age-appropriate **citation practices** to build early habits of academic honesty.
- The difference between **collaboration** and **copying** is explicitly taught. Students learn that collaboration means **sharing ideas, offering support, and thinking together**, while still ensuring that each learner completes and presents their **own work**.
- Opportunities are provided to discuss **mistakes** as part of the learning process, promoting **reflection** and **ethical decision-making** in a safe and supportive environment.

- **Assessment tasks** are designed to encourage **autonomy**, helping students take ownership of their work while embedding conversations about **fairness, respect, and authenticity**.

## Middle Years Programme (MYP)

- **Formal research skills** and structured citation (e.g., **MLA, APA**) are introduced as students engage in more complex academic work.
- The distinction between **collaboration and collusion** is particularly evident in **group projects**.
- The concept of **intellectual property** is explored in subject areas like **Language and Literature, Design, and Individuals and Societies**.
- **Digital literacy and responsible AI use** are taught, ensuring students understand how to **engage ethically with technology**.
- **Academic Integrity declarations** are introduced for major assignments (e.g., **Personal Project**).

## Diploma Programme (DP)

- DP students are responsible for **citing sources, conducting independent research, and practising ethical academic practices**.
- **Turnitin or other plagiarism detection tools** are used as learning resources.
- Students are explicitly taught about **IB academic integrity policies** related to **Internal Assessments, Extended Essays, and examinations**.
- Violations of academic integrity can have **direct consequences for the IB**, including the **loss of eligibility for certification**.

## 8. Academic Dishonesty: Comprehensive Examples

1. **Plagiarism:** Using someone else's work, ideas, or AI-generated content without proper attribution.  
*Example:* Copying sections from a website or using AI-generated essays without citing the source.
2. **Collusion:** Inappropriately collaborating on assignments meant for individual completion.  
*Example:* Secretly sharing answers with a classmate or dividing tasks meant to be done alone.
3. **Duplication:** Submitting the same work for multiple purposes without approval.  
*Example:* Reusing an essay from one course for another course without teacher consent.
4. **Impersonation:** Having another person complete work or assessments on one's behalf.  
*Example:* Hiring someone to take an online exam or write an assignment under your name.
5. **Fabrication:** Falsifying or inventing data, sources, or other information.  
*Example:* Making up survey results or creating fake citations in a research paper.



6. **Unauthorized Assistance:** Using unapproved resources or support to complete tasks.  
*Example:* Using cheat sheets during an exam or getting extensive help from a tutor without disclosure.
7. **Contract Cheating:** Paying or outsourcing work to third-party providers or services.  
*Example:* Purchasing an essay from an online service or hiring someone to write your thesis.
8. **Unauthorized Sharing:** Distributing or receiving confidential academic materials.  
*Example:* Sharing exam questions on social media or receiving leaked test papers.
9. **Misrepresentation:** Providing false information to gain academic advantages.  
*Example:* Claiming illness to get a deadline extension or lying about group project contributions.
10. **Cheating During Exams:** Using unauthorized materials, devices, or communication during tests.  
*Example:* Using a hidden smartwatch for answers or passing notes to a peer during an exam.
11. **Failure to Report:** Not reporting known instances of academic dishonesty.  
*Example:* Seeing someone cheat during an exam but choosing not to inform the teacher.
12. **Altering Work:** Making unauthorized changes to submitted assignments or exams.  
*Example:* Editing a submitted essay after the deadline and resubmitting without approval.
13. **Falsifying Attendance:** Logging in or signing in on behalf of another student.  
*Example:* Signing the attendance sheet for a friend who is absent or logging into their online class.
14. **Hacking:** Gaining unauthorized access to academic systems or materials.  
*Example:* Accessing teacher accounts to change grades or view test answers.
15. **Inappropriate Collaboration:** Collaborating beyond permissible limits in group work.  
*Example:* Combining individual assignments into a group submission without teacher approval.
16. **False Attribution:** Crediting work or ideas to false or unconsulted sources.  
*Example:* Listing books or articles in a bibliography that were never used.
17. **Manipulating AI:** Using AI to create misleading or fabricated content.  
*Example:* Generating fake scientific data or photos using AI tools to support a claim.
18. **Academic Sabotage:** Deliberately interfering with another student's work.  
*Example:* Deleting a peer's project files or submitting incorrect information to hinder their performance.
19. **Excessive Help:** Receiving disproportionate assistance from parents or tutors.  
*Example:* Submitting work heavily rewritten by a tutor as your own without acknowledgment.
20. **Misuse of Peer Reviews:** Providing dishonest feedback to influence grades.  
*Example:* Giving untruthful negative feedback to reduce a peer's grade unfairly.
21. **Over-Editing:** Allowing excessive third-party edits that compromise originality.  
*Example:* Submitting work extensively rewritten by someone else, making it no longer your own.

22. **Improper Research Assistance:** Overusing tools or services to complete research tasks.

*Example:* Having someone else collect and analyze your data for a project.

23. **Exam Proxying:** Arranging for someone else to take an exam on your behalf.

*Example:* Paying another person to complete an online test while pretending to be you.

## 9. Improper Use of AI

At the International School of Helsinki (ISH), all uses of Artificial Intelligence (AI) must uphold the school's principles of academic integrity, fairness, and ethical responsibility, aligning with Finnish legislation and International Baccalaureate (IB) regulations. Improper use of AI includes, but is not limited to:

- **Plagiarism and Academic Dishonesty:** Submitting AI-generated work without proper attribution or significant critical modification, violating authenticity standards outlined in the IB Academic Integrity Policy.
- **Impersonation:** Utilising AI technologies to falsely represent oneself or others in assessments or any educational context, breaching ethical guidelines detailed in IB conduct regulations.
- **Misrepresentation of Competencies:** Employing AI to inaccurately reflect one's knowledge, skills, or achievements, undermining the IB Approaches to Learning (ATL) framework, which emphasises authentic skill development.
- **Unauthorised Assistance:** Using AI tools during examinations, assessments, or educational activities without explicit permission, violating IB examination guidelines and Finnish National Curriculum standards.
- **Data and Privacy Violations:** Sharing confidential or personal student data with unsecured or unapproved AI platforms, contravening the Finnish Data Protection Act (1050/2018) and the EU General Data Protection Regulation (GDPR).
- **Bias and Discriminatory Practices:** Uncritically accepting AI-generated outputs that perpetuate bias, stereotypes, or discrimination, conflicting with Finland's Equality and Non-discrimination Act (1325/2014).
- **Overdependence on AI:** Relying excessively on AI, thereby hindering critical thinking, creativity, problem-solving abilities, and original thought, undermining the Finnish National Core Curriculum's educational aims and IB learner profile attributes.
- **Misleading Peer Collaboration:** Presenting AI-generated content as genuine student collaboration, thus violating standards of academic honesty and genuine cooperative learning as defined by IB expectations.

## Transparent and Responsible Use of AI

To ensure transparency and uphold integrity:

- Students must clearly disclose AI use, including naming specific tools, describing prompts entered, detailing how the output was used or modified, and reflecting on its contribution to their learning.

- AI-generated content must be critically evaluated for credibility, bias, relevance, and accuracy.
- Student work must reflect original thinking, analysis, and voice. AI can support learning (e.g., brainstorming, structuring ideas), but must not replace students' intellectual efforts.
- Digital literacy and ethical considerations of AI tools are essential. Students should understand AI's capabilities, limitations, and environmental implications.
- Programme-specific guidelines:
  - **PYP**: AI use is typically not expected or permitted. Emphasis is placed on authentic, student-generated work and teacher-guided discussions around originality and ethical technology use.
  - **MYP**: Students may responsibly use AI tools to support idea development, clearly documenting and acknowledging such usage. Complete reliance on AI for task completion is prohibited.
  - **DP**: Explicit disclosure and reflection on AI use is mandatory. AI may not be used in IB-assessed work unless explicitly allowed by IB regulations. Tasks requiring analysis, reflection, and original creation must be predominantly student-generated.

Teachers are expected to apply professional judgment to evaluate whether students' AI use demonstrates genuine understanding and integrity. If AI-generated content substitutes a student's authentic thinking, it constitutes a breach of academic integrity.

All practices must remain compliant with EU GDPR, Finnish national education laws, and IB academic integrity standards, safeguarding student rights, data transparency, and authentic learning experiences.

## AI Detection and Plagiarism Tools Disclaimer:

Tools designed to identify plagiarism or AI-generated content (for example, **Turnitin**, **Grammarly**, **GPTZero**, and **SafeAssign**) can help students and teachers ensure authentic and ethically produced work. However, these tools have limitations and cannot always reliably detect every instance of plagiarism or AI-generated material. Therefore, both students and teachers should review tool-generated reports thoughtfully, applying their professional judgment and critical thinking to confirm that student submissions genuinely reflect original effort and understanding.

## 10. Addressing Maladministration

Maladministration refers to breaches of integrity by the school or its staff, such as:

1. Mishandling of confidential examination materials, including unauthorized sharing or loss of such materials.
2. Failure to enforce or model academic integrity standards, such as neglecting to report suspected violations or inconsistently applying policies.
3. Providing unauthorized support to students during assessments, such as offering hints, answers, or additional time beyond approved accommodations.

4. Altering or falsifying student records, grades, or examination results.
5. Allowing or facilitating the submission of fraudulent work, knowingly or through negligence, without proper investigation or follow-up.
6. Failure to report violations of academic integrity, including the misuse of AI or referencing errors during assessments.

To prevent maladministration, ISH implements rigorous staff training, clear protocols for managing assessments, and regular policy reviews to ensure accountability.

**The IB explicitly expects that all cases of suspected maladministration are reported by schools, and failure to do so may constitute a serious breach of professional and institutional responsibility.**

## 11. Commitment to Student Rights and Well-being

At ISH, we are committed to fostering an inclusive, equitable, and supportive learning environment that respects and promotes the rights of every student. This commitment aligns with international child welfare and education principles, ensuring that all students feel safe, valued, and empowered to succeed.

1. **Inclusivity and Equity:**  
ISH upholds a non-discriminatory learning environment where every student is treated equally, regardless of their background, abilities, or personal characteristics. Teachers and staff are responsible for ensuring that all students feel respected and included in all aspects of school life.
2. **Participation Rights:**  
Students have the right to express their views on matters affecting their education. ISH actively seeks and considers student perspectives during policy reviews, ensuring that the Academic Integrity Policy reflects their needs and promotes a sense of ownership and engagement.
3. **Protection from Harm:**  
ISH ensures that all disciplinary measures related to academic misconduct are fair, transparent, and respectful of students' rights and dignity. No disciplinary action will result in harm, whether physical or mental, to any student.
4. **Access to Support Services:**  
ISH provides access to preventive and individualized support services to promote students' academic, psychological, and social well-being. These services include academic counseling, mental health support, and tailored interventions to help students overcome challenges while maintaining academic integrity.

## 12. Strategies to Promote Academic Integrity

ISH adopts proactive measures to foster a culture of integrity, including:

1. **Formative Checkpoints:** Introducing progress reviews and drafts for major assignments to encourage transparency and originality.

2. **Educational Workshops:** Providing sessions for students, parents, and staff on understanding and applying academic integrity principles.
3. **Tool-Based Verification:** Encouraging students to use platforms like Turnitin for self-assessment and plagiarism prevention.
4. **Structured Assignment Design:** Creating assessments that minimize opportunities for dishonesty while encouraging creativity and independent thought.
5. **Time Management Support:** Offering counseling and resources to help students plan effectively and meet deadlines.
6. **Ethical Technology Use:** Educating students and staff on how to use AI and other technologies responsibly in academic work. This includes guidance on disclosing AI involvement, critically evaluating AI-generated content, and ensuring that student voice remains central to their submissions.
7. **Digital Literacy Initiatives:** Providing training in digital tools and ethical practices to ensure technology enhances rather than undermines academic integrity. This includes identifying primary versus secondary sources and proper use of citation tools like Google Docs Citations.
8. **Inquiry-Based Learning:** Embedding academic integrity principles into inquiry-driven and reflective learning approaches to foster deeper engagement and ethical practices.
9. **[Library Integration](#):** Leveraging library resources and expertise to host workshops, offer individualized support, and guide students in research and referencing, ensuring alignment with academic integrity principles.
10. **Ethical Decision-Making Opportunities:** Incorporating opportunities for students to engage in inquiry and reflection, fostering ethical decision-making skills. This approach enables students to navigate complex situations with integrity and fairness, supporting lifelong learning.
11. **Resources and Education:** Providing access to IB resources, such as videos and guides, to deepen understanding of academic integrity. Offering continuous education to both students and staff on the principles of authentic learning and the consequences of academic dishonesty.
12. **Critical Source Evaluation:** Encouraging students to critically evaluate all sources, including AI-generated content, for credibility, bias, and accuracy. This approach enables students to navigate complex situations with integrity and fairness, supporting lifelong learning.

## 13. ISH Academic Integrity Violation Process

### 1. Identifying Concerns & Initial Review

#### Gathering Evidence

- If a teacher suspects a potential academic integrity issue, they gather relevant materials, such as the student's work, Turnitin reports, assessment rubrics, and any unauthorized resources.
- The situation is handled confidentially, ensuring it is not discussed with other students.

- Depending on the case, evidence collection may involve reviewing documents, speaking with the student, or engaging with other relevant stakeholders within the school community.

### Consulting the Programme Leads

- The teacher refers to ISH's **Academic Integrity Policy** and IB guidelines to determine whether the concern falls under academic misconduct.
- If unsure, the teacher consults the **Programme Leads** for guidance before proceeding.

## 2. Meeting with the Student

### Arranging the Meeting

- The teacher schedules a **private, in-person meeting** with the student, giving them at least **two working days** to prepare.
- The student is informed that the meeting concerns a **possible issue of academic integrity** and is reassured that no decisions have been made yet.
- The teacher **checks with the Programme Lead** to see if another staff member (e.g., a colleague, mentor, or administrator) should be present for support.

### During the Meeting

- The teacher (and additional staff member, if applicable) **explains the concern** and presents any relevant evidence.
- The student is given a fair opportunity to **explain their work** and share their perspective.
- The discussion remains **respectful and supportive**, focusing on understanding what happened and guiding the student toward responsible academic practices.

### Possible Outcomes

- **No violation found** → The case is closed.
- **Minor issue (e.g., improper citation, misunderstanding)** → The student may be asked to **redo the work with feedback**, as a learning opportunity.
- **Potential misconduct** → The case moves to the **Programme Lead** for further review.

## 3. DP Coordinator's Review & Parent Consultation

### Further Investigation

- The **DP Coordinator reviews the case** with the teacher, gathers any additional information, and ensures the approach aligns with **IB policies**.

- For serious or repeated violations, an **Academic Integrity Committee**—formed ad hoc and comprising the Head of School, Programme Lead and relevant teacher(s)—may be convened to ensure a fair and consistent approach.

### Deciding on Parent Involvement

- The **Programme Lead assesses whether parents should be involved** based on:
  - The **severity of the issue**
  - Whether this is a **first-time or repeated occurrence**
  - The student's **academic history and level of responsibility**
  - **Student Age**
  - Whether **additional support from home** would be beneficial

### Holding a Formal Meeting (If Required)

- If **academic misconduct is likely**, a formal meeting may be arranged with:
  - The **student**
  - Their **parent(s)/guardian(s)** (if deemed necessary)
  - The **teacher**
  - The **DP Coordinator**
  - A **representative from the Academic Integrity Committee (if needed)**
- The meeting focuses on **clarity, accountability, and learning from the experience**.

## 4. Decisions & Consequences

Decisions are based on **evidence, intent, and the severity of the case**. Possible outcomes include:

### A. Learning Opportunity (For Minor Cases or First-Time Issues)

- The student **attends an academic integrity session** to reinforce good practices.
- The student is allowed to **redo the work** with clear expectations and feedback.
- A **formal warning is recorded**, but it does not go to the IB.

### B. Moderate Violations (Repeated Issues or More Serious Cases)

- The student receives a **zero on the original task**, but may be given an alternative assignment to demonstrate their understanding. This task is for formative or internal purposes only and is not submitted for IB assessment or used to offset lost credit.
- **Parents** are involved in the process to support student reflection and accountability.
- A **formal record** is placed in the student's file (**ManageBac Behaviour Notes**) to track patterns and support future guidance.
- An **ad hoc Academic Integrity Committee** may review the case to ensure fairness and consistency across similar incidents.

### C. Serious Violations (Plagiarism in IB Assessments, Exam Misconduct)

- The case is **reported to the IB**, following their official procedures.



- The student **loses eligibility to submit that component** to the IB and may receive **no grade** for it.
- The **Head of School reviews the case** and determines if further action is needed.

## 5. Documentation, Follow-Up & Learning

- **All cases**, including warnings and final decisions, are **confidentially recorded** by the **DP Coordinator**.
- Students who receive interventions are **monitored for improvement** to ensure they understand and uphold academic integrity in future work.
- **Academic integrity workshops** are offered regularly for **students, staff, and parents** to reinforce expectations and support a culture of honesty.
- The focus is always on **learning from mistakes, fostering responsibility, and building a strong ethical foundation for the future**.

## 14. Academic Integrity and the IB Diploma

1. A signed Declaration of Authenticity must accompany all work submitted for IB assessments.
2. Teachers and the DP Coordinator monitor student progress to ensure adherence to authenticity requirements.
3. Any violation of academic integrity related to IB assessments may lead to disqualification from receiving the IB Diploma, in accordance with IB regulations.

## 15. Policy Review and Communication

The ISH Academic Integrity Policy undergoes an annual review to ensure its continued relevance and effectiveness. This review process includes:

1. Feedback from students, parents, and teachers through surveys and discussions.
2. Alignment with updates from the IB and best practices in education.
3. Transparent communication of any policy changes to all stakeholders.

The policy is published on the school's website and is integral to ISH's commitment to fostering a principled and ethical academic community.

## 16. Alignment with Finnish Educational Legislation

The International School of Helsinki (ISH) aligns its academic practices with the Finnish **Act on General Upper Secondary Education (714/2018)** and the **Basic Education Act (628/1998)** to ensure compliance with national educational standards. This alignment reflects ISH's commitment to fostering a principled, inclusive, and supportive learning environment that promotes both academic integrity and holistic student development. Key principles include:

1. **Support for Student Development:** Promoting intellectual, ethical, and social growth to prepare students as responsible individuals and active members of society.



2. **Ethical Responsibility:** Encouraging students to act with integrity and contribute positively to their school and broader communities.
3. **Educational Objectives:** Designing academic programs to foster lifelong learning, readiness for higher education, and meaningful societal participation.
4. **Equal Access and Inclusivity:** Providing equitable opportunities and a non-discriminatory environment for all students, irrespective of background or abilities.
5. **Safe Learning Environment:** Ensuring a supportive, secure, and inclusive setting that prioritizes student well-being and success.
6. **Adherence to Standards:** Upholding transparent and fair assessment, evaluation, and certification practices in alignment with Finnish legislation.
7. **Collaborative Community:** Strengthening cooperation between home and school to support academic integrity, holistic development, and ethical behavior.
8. **Support Services:** Offering tailored interventions for students' individual needs, including special education and welfare services, to uphold fairness and integrity in learning.

By aligning with Finnish educational legislation, ISH ensures its practices support students' personal growth, academic success, and preparation for lifelong learning in a principled and inclusive environment.

## 17. Alignment with Educational Resources and Frameworks

This policy aligns with a variety of educational resources, frameworks, and guidelines to ensure its relevance and comprehensiveness. These include:

- **[The IB Guidelines for Academic Integrity](#):** This document emphasizes principled learning and the importance of producing authentic, original work (International Baccalaureate, 2024).
- **[The ISH Guide to Referencing and Citation](#):** It provides detailed instructions on accurate citation practices, ensuring students understand and apply academic conventions effectively (ISH, 2024).
- **[AI and Learning at ISH](#):** Guidelines on the ethical use of AI tools, encouraging students to responsibly integrate these technologies into their learning (ISH, 2024).
- **[Guidelines for IB Written Work](#):** Recommendations for structuring and presenting written work to meet high standards of academic rigor (ISH, 2024).
- **Educational Strategies from Turnitin:** Integration of Turnitin tools such as Draft Coach to provide real-time feedback and uphold standards of originality and ethical writing (Turnitin, 2024).
- **The IB Learner Profile:** Attributes that promote principled, reflective, and caring learners, supporting ethical decision-making and global citizenship (International Baccalaureate, 2024).

## Clarifying Expectations for Student Evidence of Originality

Where AI tools are used, students are expected to demonstrate that their work remains substantially their own. This includes:

- Providing documentation of the development process (e.g., drafts, outlines, notes) to show independent thinking.
- Identifying the role of any AI tool used, including the nature of the prompts given and how the generated content was modified.
- Submitting reflections or explanations—particularly in higher grade levels—on how the student maintained authorship and made intellectual decisions in shaping their work.
- Teachers may request a brief verbal explanation (viva-style) in cases of doubt, especially for tasks involving complex reasoning or originality.

## Examples by Subject/Task/Grade Level

- In **MYP English**, using an approved and safe grammar checker is permitted, but the ideas, structure, and content must be original. If AI is used to generate phrases or rewrite sentences, this must be acknowledged.
- In **DP History**, students may use AI to help identify sources or generate research questions but must demonstrate critical thinking in how sources are selected, interpreted, and analyzed.
- In **Visual Arts**, students must submit original sketches and process documentation to ensure that any inspiration or AI-generated references do not replace their own creative production.
- In the **PYP**, AI use is not expected or allowed in student work. Emphasis is placed on teacher modelling of ethical digital use.

**What Counts as AI Use?** AI use includes any tool that autonomously generates, corrects, rewrites, or translates content without real-time human authorship. Examples include:

- Generative AI (e.g., ChatGPT, DALL•E, Bard)
- Translation tools (e.g., Google Translate)
- Automated writing assistance tools (e.g., Grammarly, QuillBot)
- Predictive and auto-complete features that suggest sentence-level rewrites (e.g., Smart Compose in Google Docs)

Basic spelling and grammar checkers (e.g., built-in spell check) are not classified as AI use, but students should be made aware of where the line shifts from **mechanical support** to **automated content generation**. When in doubt, transparency and consultation with teachers are encouraged.

By aligning these resources and clearly defining expectations, ISH ensures that its Academic Integrity Policy remains inclusive, developmentally appropriate, and adaptive to evolving digital realities.

## 18. Policy alignment

Academic Integrity Policy	All school policies align with our guiding statements (vision and mission) and the philosophy of the International Baccalaureate (IB). In all of these policies and positions, the student is at the centre.
Admissions Policy	
Assessment Policy	
Inclusion Policy	
Language Policy	

### **Policy review protocol**

The policy is reviewed regularly by relevant stakeholders, considering the guiding statements and the changing needs of students and the wider community. Data included in this review encompasses surveys from stakeholders, staff members' practice evaluations, and current pedagogical research.

### **Communication of the school policies**

This policy will be listed with the other school policies on our public website.

## 19. References

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## Appendix A: Academic Integrity Help Sheet – ISH (IB DP)

**(Please Note:** This Academic Integrity Help Sheet serves as a concise summary of key elements of the ISH Academic Integrity Policy. For comprehensive explanations, detailed definitions, programme-specific expectations, complete lists of responsibilities, and examples of misconduct, please consult the full ISH Academic Integrity Policy.)

### What is Academic Integrity?

Academic integrity at ISH signifies acting with honesty, fairness, trust, and responsibility in all academic endeavors. It ensures that students learn authentically, demonstrate original thinking, and respect intellectual property.

- Students must complete their own work, cite sources properly, and seek guidance when uncertain.
- Unauthorized collaboration, plagiarism, and the unacknowledged use of AI tools are strictly prohibited.

### Academic Integrity Across the IB Programmes

Academic integrity is nurtured progressively at ISH across the **PYP, MYP, and DP**, with expectations evolving as students grow in their academic responsibilities. Below is how integrity is embedded at each stage:

#### Primary Years Programme (PYP)

- Students learn about **honesty and originality** through inquiry-based learning.
- **Basic citation skills** are introduced, encouraging students to recognize and credit sources.
- Ethical collaboration is emphasized, distinguishing **working together from copying**.
- Teachers design assessments to **promote independent thinking and responsibility**.

#### Middle Years Programme (MYP)

- **Formal research and citation skills** (e.g., MLA, APA) are introduced.
- The concept of **intellectual property and academic honesty** is reinforced.
- **Digital literacy and AI responsibility** are embedded into the curriculum to ensure ethical technology use.
- **Academic honesty declarations** are required for major assignments, such as the **Personal Project**.

## Diploma Programme (DP)

- Students take full responsibility for **independent research and proper citation**.
- Use of **plagiarism detection tools** (e.g., Turnitin) is encouraged to support integrity.
- IB academic integrity expectations are **explicitly taught** for assessments such as **Internal Assessments, Extended Essays, and exams**.
- Academic misconduct at this stage may have **IB-imposed consequences**, including loss of eligibility for certification.

## Key Responsibilities

### Students

- Submit authentic work that is properly cited.
- Use AI tools responsibly and provide clear acknowledgment when used.
- Seek clarification from teachers regarding academic integrity guidelines.
- Adhere to all examination and assessment regulations.

### Parents/Guardians

- Encourage students to develop ethical study habits and manage time effectively.
- Maintain open communication with teachers regarding academic concerns.
- Reinforce the significance of academic honesty within the home environment.

### Teachers/Staff

- Educate and model academic integrity expectations.
- Design assessments that promote critical thinking and originality.
- Investigate and address breaches of academic integrity in a fair and consistent manner.
- Support students in developing effective research and citation skills.

## Forms of Academic Misconduct

- **Plagiarism:** Using text, ideas, or AI-generated content without proper citation.
- **Collusion:** Unauthorized collaboration or allowing others to copy work.
- **Duplication:** Submitting the same work for multiple assignments without approval.
- **Unauthorized Use of AI:** Failing to disclose AI-generated contributions in assignments.
- **Cheating in Examinations:** Using unauthorized notes, technology, or assistance.
- **Contract Cheating:** Submitting work completed by another person.

If there is any uncertainty regarding the acceptability of an academic practice, students should consult their teacher.

## Process for Addressing Academic Integrity Concerns

### Identification and Initial Review

- A teacher identifies a concern and collects relevant evidence.
- The case is referred to the DP Coordinator if further clarification is needed.

### Student Meeting

- The teacher arranges a meeting with the student to discuss the concern.
- A second staff member may be present where appropriate.
- The student has the opportunity to explain their work.

### Further Investigation and Parent Consultation

- The DP Coordinator conducts a further review where necessary.
- Parental involvement is determined based on the severity of the case.

### Decision and Consequences

- Minor infractions may result in resubmission with feedback.
- Moderate violations may lead to a zero on the task, parental involvement, and a formal record.
- Severe cases, including IB exam misconduct, may be reported to the IB and result in disqualification from submission.

### Documentation and Follow-Up

- All cases are recorded confidentially.
- Students may receive additional support for academic integrity.

### Preventative Strategies

- Effective time management and preparation are essential to avoiding misconduct.
- Proper citation practices should be followed using MLA or IB-approved styles.
- AI tools, if used, must be acknowledged transparently.
- Students should seek clarification on group work, AI use, or citation expectations.
- Academic integrity should be considered a fundamental aspect of personal and academic growth.



## **Support and Further Information**

For further clarification, students should contact their **teacher or the DP Coordinator**. The full ISH Academic Integrity Policy provides comprehensive guidelines on academic integrity expectations.