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Academic Integrity Policy at the International School of Iceland

Overview of Whole School Policy

At the International School of Iceland (ISI), we strive to uphold our core values of respect, creativity, and self-efficacy.

We encourage students to respect themselves, others, and the learning space by completing each task to the best of their ability. We utilize our resources to create opportunities for curiosity, originality, and academic risks. We plan and structure our classes so that students have what they need to confidently take on tasks. Academic integrity plays an essential role in encouraging students to have a strong sense of agency and a responsibility for the world around them.

ISI students are expected to understand that presenting inauthentic work on tests, quizzes, papers, projects, assignments, and homework bypasses the opportunity to learn and grow and is a serious matter.

Academic Misconduct is unfair to the students who earn their marks through their own hard work and effort, and undermines the integrity of grades.



Academic Integrity & the MYP

Academic Integrity is an essential aspect of teaching and learning in IB programs, where students are often exploring their own questions or inquiries. As a student, you are responsible for acting in an ethical manner, and upholding the IB Learner Profile. By displaying academic integrity, students are reflecting the IB Learner Profile.

The four main attributes that reflect academic integrity are:

Principled

We 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.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Reflective

We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

Student Responsibility

Students must be aware of the school's Academic Integrity Policy and conduct themselves accordingly. It is important that students remember to put information into their own words, appropriately cite quotations and sources, and collaborate appropriately with their peers. Always credit the work of others!

Teacher's Responsibility

Staff at ISI are responsible for guiding and supporting students in the development of academic integrity in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviors necessary to avoid pitfalls in formal assessments and future education.

Staff will encourage academic integrity, provide guidelines to students on how to use all forms of resources

responsibly and follow set procedures when misconduct is discovered. They will communicate expectations they have to students by clearly referring to the academic integrity guidelines.

Individual subject teachers are expected to regularly demonstrate and remind students of appropriate ways to carry out research and acknowledge sources. All student research papers should be carefully cited and accompanied by a bibliography. Subject teachers are responsible for introducing the academic conventions in their field.

The consequences of breaching IB regulations will be clearly communicated to the students. Approaches to Learning (ATL) skills are utilized to provide an explicit focus for teaching and learning, particularly information literacy skills and effective citation and referencing skills. Staff recognise that as a part of learning, it is also important that students be given the opportunity to make mistakes and to learn from their mistakes, in safety. Teachers will conference, discuss, guide, and instruct students on the various ways in which academic misconduct can occur and the ways in which students can collaborate, work independently and represent their work honestly and accurately in these situations.

Teachers will be responsible for introducing this policy to the students in an age-appropriate manner.

Parental Support

Parents and guardians need to make themselves aware of the school's Academic Integrity Policy. This Policy is shared in the Parent Handbook and on the school website.

The Natural Consequence on Grading & Assessment

Grades reflect a student's actual skill and understanding. When submitted work is not a student's own, or a student does not turn in work, **teachers lack valid evidence to evaluate learning.**

- **Insufficient Evidence:** Unauthentic work cannot be awarded achievement levels. The assessment remains marked as "Insufficient Evidence" until authentic work is produced.
- **Impact on Course Grades:** If a student does not complete the restorative action (such as revising the task, completing an alternative assessment, or completing an oral defense), the teacher cannot assign MYP criterion levels for that work, naturally impacting the student's overall subject grade.
- **Personal Project:** For official IB external assessments, submitting unauthentic work results in non-submission of the component under IB regulations, preventing the issuance of an official subject grade.
- **Meeting timelines**: Meeting timelines is essential for managing learning stress and ensuring teachers have the necessary time to provide meaningful feedback and accurately evaluate student growth. When deadlines are missed, the natural consequence is delayed feedback and a potential lack of sufficient evidence for teachers to award achievement levels for reporting periods.

Tiered Restorative Process

Level	Scenario	Logical & Restorative Action *(actions that may be taken)*
1. Emerging Skill Need	Unintentional citation errors, improper use of AI to polish prose when independent writing was requested, late work/unsubmitted work, or failing to acknowledge an AI brainstorming tool.	• **Learning Discussion:** Teacher-student conference to clarify the misstep. • **Demonstrate Authentic Learning:** Revise/re-complete work in a supervised setting. • **Reflection:** Short reflection on the restorative process. • **Internal Record:** Kept internally by subject teacher to track growth.
2. Repeated Missteps	Submitting fully automated/AI-generated text, using cheat sheets during tests, or repeating an infraction after prior guidance.	• **Oral Defense / Alternative Assessment:** Verbally explain work/sources to prove authentic understanding. • **Parent Collaboration:** Formal email and

Level	Scenario	Logical & Restorative Action *(actions that may be taken)*
		conference to align on support. ● **Targeted ATL Support:** Focused instruction in citation, time management, or note-taking.
3. Systemic Challenges	Chronic academic misconduct across multiple subjects despite parent meetings and targeted interventions.	● **Support Team Conference:** Escalation to administration, Student Welfare Team, and/or MYP Coordinator to establish an individualized support contract.

The Rights of the Student if Suspected of a Breach of Academic Integrity

Students suspected of academic misconduct are given a chance to explain themselves to the teacher, the MYP coordinator and/or the principal. Students who face consequences for academic transgressions have the right to have a parent or another advocate present for discussions about their case.

The Use of Artificial Intelligence (AI) and Language Learning Models (LLM)

ISI endeavors to teach the ethical use of AI tools in student learning. We, and the IB (2023), acknowledge that students may be using AI as a tool in regards to schoolwork. In the case that a student does use an AI tool as part of their work, ISI may reserve the right to request access to the AI chat log and history in order to verify that there was no misuse. Further, the IB (2023), “does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software.”

Academic Integrity in the Middle Years Programme (MYP)

Academic Integrity must be seen as a larger set of values and skills that promote personal integrity and good practice in teaching and learning, including assessment.

What is Academic Integrity in the Middle Years Programme?

- ➢ Taking full credit for own work and giving full credit to others who have helped or for whose work has been incorporated.
- ➢ Respecting other people's effort and time.
- ➢ Representing work honestly and accurately.
- ➢ Collaborating with other students as specified by the task and communicated by the teachers.
- ➢ Allowing peers/friends to follow the Academic Integrity policy.
- ➢ Appropriate use of technology, as defined by the ISI Tech Code of Conduct.
- ➢ Following teachers' requirements for each assessment.
- ➢ Only using appropriate resources, referencing and tools as determined by the teacher providing the assignment.
- ➢ Reporting breaches of academic integrity to the teachers.

The IB (2023) adds that, to avoid plagiarism, students should:

- ➢ Read and understand their school's academic integrity policy.
- ➢ Design time schedules or plans to manage tasks sensibly.
- ➢ Maintain organized notes and sources consulted during the production of work.
- ➢ Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- ➢ Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- ➢ Give credit for copied, adapted, paraphrased and translated materials from others.
- ➢ Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

What is Academic Misconduct in the Middle Years Programme?

Academic misconduct is defined as any is defined as any action that undermines the authenticity of learning in relation to a formal academic exercise.

The IB (2023) defines academic misconduct as a behavior that results in, or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Examples of "Academic Misconduct"

- **Plagiarism:** Representing, intentionally or unwittingly, 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 (IB, 2023).
- **Unauthorized Assessment Materials:** Using and taking unauthorized material to an assessment, such as cheat sheets or using notes on devices.
- **Commercial or AI Services:** Use of essay-writing services (ghost-written or purchased essays) or generative AI offering assistance in writing essays or other assessment materials.
- **Sharing Assessment Content:** Asking about and sharing questions and/or answers about quizzes and assessments.
- **Unauthorized Sharing**: Sharing answers to assignments/homework without permission.
- **Duplicate Submission:** Submitting the same work for more than one assignment without permission from the teachers.
- **Falsification:** Submitting the same work for more than one assignment without permission from teachers.
- **Misrepresentation:** Misrepresenting work to teachers in any way, such as claiming an assignment was turned in when it was not or misinforming the teacher about the time spent on the assignment.
- **Assessment Interference:** Disruptive behavior and communicating with others during the assessment.
- **Non-Compliance:** Failing to comply with the instructions of the teacher or staff member responsible for the conduct of the examination.
- **Collusion:** Taking part in collusion (supporting another student's academic misconduct).
- **Unfair Group Work Participation:** Not collaborating with others; meaning doing significantly more or less than the student's fair share of a group project without permission from the teacher.
- **Unexcused Absence:** Not being on time or missing a scheduled assessment without prior permission from a teacher or parent.

What is Collusion? How is it Different from Collaboration?

In the MYP program, students are often given the opportunity to collaborate with teammates on assignments. The goal in these moments is to work together and learn from each other, not unfairly copy someone else's work, or allow others to take credit for your work. Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another (IB, 2014). In collaborative or group work situations, students must present work in their own words and acknowledge the work of others.

Teachers often set up assignments so that roles are clearly defined. If you feel that assignments are being completed in an unfair manner, or suspect academic misconduct, please speak to your teacher.

What about Intellectual Property and Authentic Authorship?

Intellectual property is defined as intangible property that is the result of creativity. This could be anyone's creations of the mind: inventions, artwork, and designs. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.

The authentic author is the person, persons, or organization that created that work. By learning academic integrity in the MYP program at ISI, students learn to acknowledge authentic authorship appropriately and cite their sources of information accordingly.

How Can Students Avoid Academic Misconduct and Practice Academic Integrity?

- ➢ Become familiar with the school's Academic Integrity Policy.
- ➢ Always strive to complete your work on your own, and learn how to cite (reference) sources using the appropriate style.
- ➢ Always acknowledge your sources in both essays and oral presentations, whatever they be (in print or online).
- ➢ Do not present the same work for different assessment components.
- ➢ Show a responsible and safe use of the internet and social media platforms.
- ➢ Report any incidents of student, teacher or school malpractice to your teacher, MYP coordinator or principal. When in doubt, ask your teacher or MYP coordinator.

Appropriate Citation and Referencing in the MYP program

The IB (2022) does not recommend any specific citation style. However, citations and references must be used if others' work is being used. ISI has selected MLA as the method used in all classes.

MLA Citation Style

Below are examples of common MLA citations given on the The Modern Language Association (2025) website. There are plenty more available on their website, listed in the bibliography.

Print Books:

Mantel, Hilary. *Wolf Hall*. Picador, 2010.

Online Sources:

Deresiewicz, William. "The Death of the Artist—and the Birth of the Creative Entrepreneur." *The Atlantic*, 28 Dec. 2014, theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist-and-the-birth-of-thecreative-entrepreneur/383497

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International Baccalaureate Organization. (2022, April). *Effective Citing and Referencing.* https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf

Modern Language Association. (2025). *Citations by Format.* https://style.mla.org/works-cited/citations-by-format/

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