



## ACADEMIC INTEGRITY POLICY

This policy has been created in alignment with our identity as a community of learners, grounded in our vision, mission, and values. It is equally shaped by the principles of our accreditation bodies—Alberta Education, the International Baccalaureate, and the Council of International Schools—with the common aim of developing well-rounded and knowledgeable global citizens. Together, these foundations create an environment where every individual is empowered to learn deeply, act with integrity, and pursue personal excellence.

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## 1. PURPOSE AND PHILOSOPHY

The pursuit of academic integrity is fundamental to a rigorous and **principled** learning environment. It ensures that all academic works at TIS are genuine reflections of individual student effort and ability. This policy serves as a guide to foster an environment where students understand the principles of honesty, respect for intellectual property, and **responsible scholarship** in both physical and virtual learning spaces. It is a key element in supporting the development of all IB Learner Profile attributes.

The purpose of these Academic Integrity Guidelines is to:

- Develop **principled** and ethical behaviour.
- Reinforce **reflective** practice, respect for peers, and respect for the work of others (intellectual property).
- Protect the integrity of the academic achievement level of all students, ensuring fair and equitable assessment, promoting the attribute of **fairness**.
- Promote a high level of learning and an understanding of the interconnectedness of human knowledge, thereby promoting **international-mindedness** and students as **knowledgeable** and **inquirers**.
- Guide parents and students in the traditions of academic integrity valued by the school.

Prepare students for academic integrity expectations in tertiary education, supporting them as open-minded risk-takers in exploring new ideas.

## 2. SCOPE AND APPLICATION

This policy applies to all students, staff, and parents within the TIS community and covers all forms of assessment, assignments, and learning activities, whether conducted in a physical classroom, the library, off-campus space or a virtual learning environment.

## 3. ROLES, RIGHTS AND RESPONSIBILITIES

Academic integrity is a shared responsibility across the entire TIS community. Each stakeholder has defined **rights** and **responsibilities** that support a culture of honesty, fairness, and accountability.

### 3.1 Board of Directors

#### 3.1.1 Rights



**The Board of Directors has the right to:**

- Receive regular updates from school leadership regarding the implementation of the Academic Integrity Policy.
- Expect that school leadership enforces the policy consistently, fairly, and in alignment with the TIS guiding statements.
- Ensure that governance standards and accountability measures are upheld.

**3.1.2 Responsibilities**

The Board of Directors is responsible for:

- Approving and supporting the Academic Integrity Policy.
- Ensuring the policy aligns with the TIS guiding statements.
- Providing governance oversight to ensure that leadership implements the policy consistently and fairly.
- Supporting the allocation of appropriate human, technological, and financial resources necessary to uphold academic integrity.
- Ensuring that school leadership maintains transparent and accountable procedures for addressing academic misconduct.

The Board does not intervene in individual disciplinary cases but ensures that policies and procedures are followed appropriately and equitably.

**3.2 School (Administration/Leadership Team)**

**3.2.1 Rights**

The School Administration has the right to:

- Expect compliance with the Academic Integrity Policy from all members of the school community.
- Investigate reported cases of academic misconduct.
- Enforce consequences in accordance with established policies and procedures.
- Maintain official records of confirmed cases of misconduct.

**3.2.2 Responsibilities**

The School is responsible for:

- Establishing, communicating, and regularly reviewing the Academic Integrity Policy.
- Articulating a planned integration of resources to support academic integrity.



- Providing necessary resources (e.g. software and training) for staff to educate students and detect academic misconduct.
- Ensuring all stakeholders are informed of the policy and the ramifications of academic misconduct.
- Handling reported cases of academic misconduct in a consistent, fair, and timely manner.
- Maintaining records of all confirmed academic misconduct cases.

### 3.3 Teachers

#### 3.3.1 Rights

Teachers have the right to:

- Expect students to submit authentic work that reflects their own understanding, voice, and effort.
- Exercise professional judgment in determining whether a student's work is genuinely their own, recognizing that teachers are in the best position to know what a student is capable of producing.
- Refuse to submit work to the IB if they are not convinced it is the student's own.
- Receive appropriate support, training, and access to academic integrity tools (e.g., Turnitin.com), while recognizing that AI-detection tools are not sufficiently reliable to serve as sole evidence of misconduct.
- Report suspected academic misconduct without fear of retaliation.
- Have reported cases addressed consistently and fairly in accordance with TIS academic honesty procedures and in collaboration with school leadership.

Teachers should note that while the IB is highly effective at identifying identical or similar work submitted across different schools (e.g., purchased essays), it is less likely than the classroom teacher to detect work written by anyone other than the student the work was assigned to.

#### 3.3.2 Responsibilities

Teachers are responsible for:

- Introducing, discussing, and reinforcing academic integrity concepts within subject classes in an age-appropriate manner, including providing clear guidelines for submitting work.
- Educating students about academic integrity, including clarifying what constitutes plagiarism, collusion, and other forms of misconduct, and how to avoid them.
- Providing explicit guidance on legitimate collaboration versus unacceptable collusion for all assignments.
- Teaching students how to correctly cite the work of others using the adopted referencing style



(MLA unless otherwise stated).

- Being vigilant in identifying work that does not align with a student's typical voice, demonstrated ability, or academic level.
- Using available academic integrity tools (e.g., Turnitin.com) alongside professional judgment and non-electronic methods to monitor student work.
- Reporting all suspected breaches of academic integrity promptly to the appropriate Vice Principal in accordance with Section 7.5 of the TIS academic honesty procedures.
- Ensuring that any work submitted to the IB is authentic student work. If a teacher is not convinced that the work is the student's own, it must not be submitted to the IB.

Teachers must understand that the IB does not permit the submission of inauthentic work and does not apply a marking penalty in such cases. If coursework is not submitted, the IB will not award a grade in that subject. Decisions regarding how the school addresses a student who submits work that is not their own (e.g., supervised rewrite, new submission, or loss of submission opportunity) are determined by Section 7 of this academic integrity policy.

### **Consequences of Unethical Practice for Teachers**

TIS expects all staff to uphold the highest standards of professional and ethical conduct. Any teacher found to have engaged in unethical practices related to academic integrity — including providing unauthorized assistance, altering grades, failing to report known misconduct, or knowingly submitting work that is not the student's own — will be subject to disciplinary procedures, up to and including termination of employment, as outlined in the Staff Handbook.

## **3.4 Teacher Librarian**

### **3.4.1 Rights**

The Teacher Librarian has the right to:

- Collaborate with teachers in delivering research and information literacy instruction.
- Expect students to engage ethically with information and research materials.
- Access professional development and resources necessary to support academic integrity initiatives.

### **3.4.2 Responsibilities**

The Teacher Librarian is responsible for:

- Collaborating with teachers to integrate instruction on research skills, information literacy, and ethical use of resources.



- Providing direct instruction to students on the proper use of the adopted citation style (MLA).
- Maintaining accessible resources on academic integrity, referencing, and citation tools for students and staff.
- Assisting students in distinguishing between reliable sources and those that may lead to academic misconduct.
- Teaching appropriate use of AI tools and expectations for attribution.

### **3.5 Parents or Legal Guardians**

#### **3.5.1 Rights**

Parents or legal guardians have the right to:

- Be informed about the Academic Integrity Policy and any updates to it.
- Receive timely communication regarding concerns or confirmed cases of academic misconduct involving their child.
- Expect that cases are handled fairly, consistently, and in accordance with school policy.

#### **3.5.2 Responsibilities**

Parents or legal guardians are responsible for:

- Reviewing and discussing the Academic Integrity Policy with their child.
- Supporting the school's efforts to instill the virtues of honour and integrity.
- Encouraging good time management and effective study habits to minimize pressure that might lead to misconduct.
- Ensuring that any assistance provided to their child on school assignments remains within the bounds of legitimate support and does not constitute Excessive Assistance (see Section 5.1)

### **3.6 Students**

#### **3.6.1 Rights**

Students have the right to:

- Receive clear instruction and guidance about the Academic Integrity Policy and what is expected of them.
- Be taught how to produce authentic work, including how to research, paraphrase, cite sources, and use AI tools responsibly.
- Ask questions and seek clarification about assignments, collaboration guidelines, and citation requirements.
- Receive support from teachers, the Teacher Librarian, and school leadership when learning



how to uphold academic integrity.

- Be informed in a timely manner if concerns arise regarding the authenticity of their work.
- Have alleged cases of academic misconduct handled fairly, consistently, and in accordance with established school procedures.
- Share their perspective in any investigation related to suspected academic misconduct before a decision is made.

### 3.6.2 Responsibilities

Students are responsible for:

- Submitting work that is authentic and represents their own understanding, voice, and effort.
- Properly acknowledging the ideas, words, data, images, or work of others using the adopted referencing style (MLA unless otherwise stated).
- Ensuring that all forms of academic work — including homework, projects, assessments, and IB coursework — comply with this Academic Integrity Policy.
- Understanding the difference between legitimate collaboration and unacceptable collusion, and adhering to teacher guidelines for each assignment.
- Using AI tools ethically and only in ways permitted by the teacher and the school, including proper acknowledgment when required.
- Managing their time effectively to avoid situations that may lead to academic misconduct.
- Seeking help from teachers or school staff if they are struggling academically rather than resorting to dishonest practices.
- Refusing to participate in or support academic misconduct by others (e.g., sharing answers, completing work for another student, or circulating assessment materials).
- Cooperating fully and honestly during any investigation into suspected academic misconduct.

Students should understand that submitting inauthentic work may result in school-based consequences in accordance with this policy. In cases involving IB coursework, if work is determined not to be authentic and cannot be submitted, the IB will not award a grade for that subject.

## **4. PROMOTING STUDENT UNDERSTANDING AND SUPPORT**

### **4.1 Measures to Provide Education and Support**

In the PYP years, it is introduced quite early on and in stages from Pre-Kindergarten through to Upper Primary, where students begin participating in discussions about where information comes from and asking questions about those sources.

In Lower Primary, students are introduced to the basics of copyright and learn to identify



websites that offer copyright-free images for their projects.

In Upper Primary (Grade 5): By the end of the primary years, students are expected to demonstrate an awareness of bias and use critical thinking to determine if a source is trustworthy.

In Secondary, academic Integrity is introduced, discussed and reinforced within subject classes and through the Secondary Teacher Advisor Programme at TIS.

- Reviewing and discussing the Academic Integrity Policy with the students.
- Supporting the school's efforts to instill the virtues of honour and integrity.
- Encouraging good time management and effective study habits to minimise the pressure that might lead to misconduct.
- Ensuring any assistance provided to their students on school assignments is within the bounds of legitimate support and does not constitute **too much assistance** (see Section 5.1).

**IT Policy:** Students from Grades 3-12 also sign a Responsible use of IT agreement, indicating that they understand the contents, including academic integrity in virtual spaces.

#### **4.2 Good Practice Examples (Internal and External Assessments)**

Students aim to:

- Record all source information immediately when taking notes or researching.
- Use quotation marks for all direct quotes and cite the source.
- Paraphrase and summarise ideas, then cite the source.
- Where applicable, students are expected to complete and submit written assignments using school-approved digital platforms (e.g., Google Docs within the school domain) to ensure version history and authentication.
- For examinations and tests, only bring authorised materials into the examination room and adhere strictly to the supervisor's instructions.
- Work exclusively on a single google document and get teacher's permission if more than one document or file folder is needed.

### **5. DEFINITIONS AND EXAMPLES OF ACADEMIC MISCONDUCT**

Academic misconduct is defined by the IBO as "behavior (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." At TIS, academic misconduct includes, but is not



limited to, the following examples:

### 5.1 Categories of Academic Misconduct

- **Plagiarism** – the act of presenting the ideas, words, structure, data, images, or creative work of another person, including content generated by artificial intelligence tools, as one's own original work without proper acknowledgment, citation, or permission. Plagiarism may be intentional or unintentional and includes copying directly, paraphrasing too closely, submitting another person's work, or using AI generated material without disclosure when required.
- **Collusion** – one student permitting another student to copy or submit his or her work and failing to report this to the teacher. This also includes sharing answers or work where independent effort is required.
  - *Guidance on the difference between legitimate collaboration and unacceptable collusion:* Legitimate collaboration involves working together to share ideas, divide labour on a group project, or provide constructive feedback; all work submitted must reflect the individual's or appropriately credited group's effort. Unacceptable collusion is the intent to deceive by presenting work that is not one's own as if it were.
- **Examination and Test Dishonesty** – using cheat sheets or other prohibited items during a class test or examination; looking at another student's paper during a class examination; providing another student, whether at TIS or elsewhere, with questions or answers from an examination or test which he or she has taken and the other student has not.
- **Theft** – stealing notes, notebooks, reports, lab books, or other work from other students to use as one's own or to transmit to any other user.
- **Disruptive Behaviour** – causing a disruption during any examination that affects other students or the secure running of the examination.
- **Excessive Assistance** – receiving excessive assistance from sources such as websites, individuals, or other services that offer answers or parts of answers to assignments or that significantly alter the style or language of a piece of work, thereby misrepresenting the student's own capabilities.

### 5.2 Use of Artificial Intelligence (AI)

In alignment with the International Baccalaureate Organization's (IBO) stance on academic integrity, the use of artificial intelligence (AI) is subject to strict guidelines. AI technologies may be employed as valuable tools to enhance learning experiences, streamline administrative processes, and facilitate research endeavours, provided the teacher has explicitly authorised the use for a specific task. However, it is imperative that the utilization of AI aligns with the principles of academic honesty and integrity. Students are expected to engage with AI tools ethically, avoiding any form of plagiarism, unauthorized collaboration, or use of AI to gain an unfair advantage in assessments. The responsible and transparent integration of AI into academic activities should foster an environment where technological advancements complement the



pursuit of knowledge while upholding the fundamental values of honesty, authenticity, and individual effort. Students must retain evidence of their drafting process when AI tools are employed.

**Any use of AI that compromises these principles, including submitting AI-generated content as one's own original work without proper acknowledgement or permission, will be considered a violation of academic integrity.**

## **6. PROCEDURES: REPORTING, RECORDING, AND MONITORING**

### **6.1 Reporting Suspected Misconduct**

- **Detection:** A teacher or staff member suspects a breach of academic integrity.
- **Initial Teacher Action:** The teacher gathers evidence (e.g., Turnitin report, comparison to other work, or witness statements) and interviews the student to seek an explanation.
- **Reporting:** If the teacher determines the suspicion is founded, they complete an Academic Misconduct Report (see Appendix 1) and submit it, along with the evidence, to the appropriate Vice Principal as soon as reasonably practicable.
- **Information Sharing:** The respective teacher will inform the student's parents/legal guardians of the infraction and the Vice Principal's impending investigation. Each of the student's teachers will be informed of the potential infraction and asked to report any similar incidents to the administration.
- **Confidentiality:** Throughout the process of reporting, confidentiality should be maintained to protect the identity of the student being investigated.

### **6.2 Investigation and Determination**

- **Investigation:** The Vice Principal reviews the report and evidence, interviews the student again, and, if necessary, consults with the teacher, other students, or the IB Coordinator (for IB students only).
- **Determination:** The Vice Principal determines if academic misconduct has occurred.
- **Notification:** The Vice Principal formally notifies the student and parents/legal guardians of the finding and the **consequences/remedial action/penalty**.

### **6.3 Monitoring and Recording**

- All confirmed cases of academic misconduct are recorded and logged centrally by the Vice Principal/DP Coordinator to monitor repeat offences and inform future educational interventions. This is to be documented on the school's Student Information System.



## **7. CONSEQUENCES OF ACADEMIC MISCONDUCT**

Consequences for academic misconduct at TIS are designed to be educational, proportionate, and consistent. The purpose of any consequence is not only to uphold fairness and academic standards but also to promote student learning, reflection, and growth. Responses to misconduct are age-appropriate and take into account the student's developmental level, intent, prior history, and the severity of the infraction.

Consequences are cumulative in the Secondary School. In the Elementary School (PYP), the emphasis is primarily educational and restorative, with increasing accountability as students mature.

### **7.1 Elementary School (PYP)**

In the Primary Years Programme, academic integrity is introduced developmentally. Young students are still learning how to distinguish between copying, paraphrasing, collaboration, and independent work. Therefore, when concerns arise, the first response is instructional rather than punitive.

If academic misconduct is identified at the draft stage in Elementary School, the teacher will address the issue directly with the student in a supportive and educational manner. The student will be guided to understand what went wrong, why proper acknowledgment is important, and how to correct the mistake. The work will not be penalized at this stage; instead, the student will be required to revise and resubmit the work correctly. Parents will be informed so that they can reinforce appropriate practices at home.

If misconduct is identified at the final submission stage, the situation will still be handled developmentally. The teacher and relevant administrator will meet with the student to explain the seriousness of misrepresenting work. The student may be required to redo the assignment under supervision or complete an alternative task that demonstrates understanding of both the content and proper academic practice. A record of the incident will be maintained internally to monitor patterns of behavior. However, the primary goal remains education and growth rather than grade penalties.

In repeated or deliberate cases, especially in upper Elementary grades, stronger measures may be applied. These may include formal parent meetings, written reflection tasks, supervised completion of work, and temporary loss of certain privileges.



### 7.1.1 Elementary School (PYP) - Procedural for Implementing Consequences

Stage of Misconduct Identification	Initial Response (Instructional)	Subsequent Action (Developmental)	Parental Involvement	Record Keeping
<b>Draft Stage</b> (Elementary School)	Teacher addresses the issue directly with the student, providing guidance on what went wrong and how to correct it.	Student is required to <b>revise and resubmit</b> the work correctly. <b>No grade penalty</b> at this stage.	Parents may be <b>informed</b> to reinforce appropriate practices at home, if the issue persists at draft stage.	None specified for the initial incident at this stage.
<b>Final Submission Stage</b>	Teacher and relevant administrator meet with the student to explain the seriousness of misrepresenting work.	Student may be required to <b>redo the assignment under supervision</b> or complete an <b>alternative task</b> . Primary goal is <b>education and growth</b> , not grade penalties.	Parents are <b>informed</b> .	A <b>record of the incident will be maintained internally</b> to monitor patterns of behavior.
<b>Repeated or Deliberate Cases in Draft or Final Submission</b> (Upper Elementary)	Stronger measures are applied.	May include <b>formal parent meetings, written reflection tasks, supervised completion of work, and temporary loss of certain privileges</b> .	<b>Formal parent meetings</b> are a potential measure.	Record maintained internally (as per Final Submission Stage).



## 7.2 Secondary School (Non-IB coursework)

Consequences are essential for maintaining fairness, credibility, and academic standards; however, their primary purpose is educational. The school's approach to academic misconduct emphasizes learning, reflection, and ethical development.

Expectations regarding academic integrity are consistently high for all work, including non IB assignments. The approach evolves across divisions: instructional in Elementary, structured and formal in Secondary, and aligned fully with IB international regulations in the Diploma Programme.

For draft IB related work (non final submissions), the first instance of misconduct is treated as a learning opportunity. Students are required to revise and resubmit the work after targeted instruction and remediation.

Consequences are applied on an annual basis, meaning they reset each academic year. While a first offense in an academic year may be addressed through educational remediation, subsequent offenses—even in later academic years within the same division—will result in progressively more serious consequences. Furthermore, each separate incident of misconduct, regardless of the subject (e.g., one in Social Studies and another in English), counts as an individual offense, contributing to the total count for the academic year.

**IMPORTANT NOTE:** The consequences detailed in the table below apply to non-final IB assignments, drafts, and school-based assessments. For breaches of academic integrity related to final submission of IB coursework (Internal Assessments, Extended Essay, etc.) or IB examinations, Alberta Diploma Examinations, the official International Baccalaureate Organization (IBO) policy will apply (for IB cases), or the official Alberta Education policy will apply (for Diploma cases). In such cases, the IB Coordinator or the Principal/designate will be responsible for formal reporting and follow-up with the relevant governing body and families.



### 7.2.1 Infraction Levels for Submission of Course Work in Secondary (non-IB course work)

Infraction Level	Description (Non-Final IB Work)	MS Student Possible Consequences and Remedial Action	HS Student Possible Consequences and Remedial Action	Follow Up and Reporting
<b>First Offence</b>	Minor, inadvertent, or first time breach (e.g., poor citation, improper paraphrasing, first instance of collusion, or inappropriate use of AI).	<p>Meeting with the teacher to review the concern.</p> <p>Mark of zero (0) on the assignment, if the assignment is a deliberate act of plagiarism.</p> <p>Required re-teaching of proper citation, collaboration rules, or appropriate AI use.</p> <p>Revision and resubmission of the work (may be supervised) Parents/guardians informed.</p> <p>Incident recorded internally.</p> <p>Not eligible for academic awards.</p> <p>Further disciplinary</p>	<p>Draft/Final not accepted in current form or a mark of zero (0) if on examination/test the dishonesty occurs.</p> <p>Mandatory conference with Teacher Librarian.</p> <p>Required re-teaching of proper citation, collaboration rules, or appropriate AI use</p> <p>One opportunity to revise (under supervision) and resubmit but not on examination or test formats.</p> <p>Unsatisfactory effort descriptor for the term. Incident recorded internally.</p>	<p>The teacher informs the VP and then the VP informs parents/guardians.</p> <p>Incident recorded internally. Eligibility for academic awards/honours under review.</p>



Infraction Level	Description (Non-Final IB Work)	MS Student Possible Consequences and Remedial Action	HS Student Possible Consequences and Remedial Action	Follow Up and Reporting
		<p>action may be taken but the school if the school feels necessary.</p>	<p>Not eligible for academic awards.</p> <p>Further disciplinary action may be taken but the school if the school feels necessary.</p>	
<b>Second Offence</b>	<p>Deliberate breach or repetition of a first offence.</p>	<p>Mark of zero (0) on the assignment, if the assignment is a deliberate act of plagiarism.</p> <p>Mandatory reflection task.</p> <p>Required re-teaching of proper citation, collaboration rules, or appropriate AI use.</p> <p>Meeting with the Vice Principal and parents / guardians.</p> <p>Supervised completion of future major assessments.</p> <p>Unsatisfactory</p>	<p>Draft/Final not accepted in current form or a mark of zero (0) if on examination / test the dishonesty occurs.</p> <p>Unsatisfactory effort descriptor for the term.</p> <p>No rewrite permitted.</p> <p>Draft allowed to proceed to final without feedback.</p> <p>For finals that have academic misconduct, the last Google Docs version history immediately prior to the academic</p>	<p>Incident recorded on internal disciplinary record. Relevant teachers informed. VP monitors student progress.</p> <p>Eligibility for academic awards/honours revoked for the academic year.</p> <p>Parent meeting to be held with Parents and VP.</p>



Infraction Level	Description (Non-Final IB Work)	MS Student Possible Consequences and Remedial Action	HS Student Possible Consequences and Remedial Action	Follow Up and Reporting
		<p>effort descriptor for the term.</p> <p>Internal record maintained.</p> <p>Not eligible for academic awards.</p> <p>Further disciplinary action may be taken but the school if the school feels necessary.</p>	<p>integrity breach will be accepted as the final version for assessment.</p> <p>Formal meeting with VP and parents/guardians.</p> <p>Internal suspension or removal from certain extracurricular activities.</p> <p>Incident recorded internally.</p> <p>Not eligible for academic awards.</p> <p>Further disciplinary action may be taken but the school if the school feels necessary.</p>	
<p><b>Third or subsequent Offences</b></p>	<p>Serious or repeated pattern of deliberate misconduct (e.g., large scale plagiarism or exam cheating).</p>	<p>Mark of zero (0) on the assignment, if the assignment is a deliberate act of plagiarism.</p>	<p>Failure of the course for the term or semester, and/or possible school suspension or expulsion (Principal's determination).</p>	<p>Incident recorded on permanent school record. Potential impact on college references and recommendations.</p>



Infraction Level	Description (Non-Final IB Work)	MS Student Possible Consequences and Remedial Action	HS Student Possible Consequences and Remedial Action	Follow Up and Reporting
		<p>Possible suspension (in-school or out-of-school).</p> <p>Formal behavior contract put in place.</p> <p>Loss of eligibility for extracurricular activities.</p> <p>Not eligible for academic awards.</p> <p>Further disciplinary action may be taken but the school if the school feels necessary.</p> <p>Records are maintained in the student file.</p>	<p>Mark of zero (0) for the assignment or test.</p> <p>Not eligible for academic awards.</p> <p>Formal disciplinary meeting with Principal (or designate) and parents/guardians. Records are maintained in the student file.</p>	<p>The Principal meets with Parents.</p>

### 7.3 Academic Integrity – IB Coursework

In the Secondary School, students are expected to demonstrate a mature and principled understanding of academic integrity, aligning with the values and policy of the **IB Academic Integrity Policy** which the school upholds.

For students in the **IB Diploma Programme (including course candidates)**, consequences for academic misconduct are structured and progressively more serious as they advance. It is important to note that the record of offences is **programme-wide and does not reset annually**. This means that academic misconduct across different subjects, such as an incident in Theory of Knowledge (TOK) and a subsequent incident in Mathematics, will count as first and second offences, respectively, over the entire two-year programme.



**Work will only be submitted to the IB if the teacher can authenticate that the work was produced by the student.**

### 7.3.1 Internal/Core Assessments – Draft Stage

When academic misconduct is identified during the **draft stage** of an assignment or internal assessment, the response will depend on the nature and severity of the infraction.

- **Minor or unintentional breaches** may result in required revisions and targeted instruction.
- **More serious concerns**, including but not limited to substantial plagiarism, inappropriate or undisclosed use of artificial intelligence tools, collusion with others, fabrication or falsification of sources or data, contract cheating, unauthorized sharing of assessment materials, or repeated academic misconduct, will be formally documented and addressed in accordance with institutional policies.
- The student may be required to restart the task under supervised conditions.
- Parents or guardians will be informed, and the incident will be recorded.

While the draft stage remains a learning opportunity, academic integrity expectations apply at all times.

### 7.3.2 Internal/Core Assessments – Final Submission Stage

Once a **final version** of an internal assessment or assignment has been submitted, consequences regarding academic integrity are significantly higher.

- **Minor or unintentional breaches** may result in teacher's required revisions and targeted instruction.
- **More serious concerns**, including but not limited to substantial plagiarism, inappropriate or undisclosed use of artificial intelligence tools, collusion with others, fabrication or falsification of sources or data, contract cheating, unauthorized sharing of assessment materials, or repeated academic misconduct, will be formally documented and addressed in accordance with institutional policies.
- The student may be required to restart the task under supervised conditions.
- Deliberate, extensive, or egregious misconduct will be formally documented.
- Parents or guardians will be required to attend a meeting.
- The student's standing in the course/programme may be affected.
- Repeated violations may result in course failure, suspension, removal from the IBDP, or further disciplinary action.

#### **Escalation of Consequences for Serious Concerns:**

##### **First Offence (Draft and Final Submission Stage)**



- **At the draft stage:** The student may proceed to submit a final version; however, no feedback will be provided on the draft work.
- **At the final stage:** If academic misconduct occurs for the first time at the final submission stage, the student may be permitted, at the school's discretion, to redo the task under direct supervision.

### Second Offence (Draft or Final Stage)

A second instance of academic misconduct, whether at the draft or final stage, will result in the following:

- The work will not be accepted in its current form.
- No opportunity for a rewrite will be permitted.

If the second offence occurs:

- **At the draft stage:** The student may proceed to submit a final version; however, no feedback will be provided.
- **At the final stage:** The version of the document recorded in the Google Docs version history immediately prior to the academic integrity breach will be accepted as the final submission for assessment. If no prior edition can be found - a document with title only will be uploaded.

### Third Offence

A third instance of academic misconduct will result in the assignment being recorded as a **non-submission**.

This will be formally documented, parents or guardians will be notified, and additional disciplinary consequences may be applied in accordance with school policy. Repeated or serious violations may also impact the student's course/programme standing, credit attainment, and progression within the IB Diploma Programme.

#### 7.3.3 What does the IB expect when a teacher checks the authentication

When a teacher checks the authentication box, they are confirming that:

- **Process is Evident:** The teacher has seen the student develop the work over a period of time, as IB coursework is not designed to be completed in a single evening. This is the best approach to ensure the work belongs to the student and encourages best practice.
- **Student Can Explain:** The student can sufficiently explain their work, giving confidence that they created it.
- **Referencing is Clear:** The student clearly distinguishes between ideas quoted from



others and conclusions or ideas claimed as their own work, which meets the expectation for referencing.

- **Quality is Consistent:** The quality of the final piece of work aligns with the teacher's expectations for the student's ability.

#### 7.4 IB Diploma Programme – External Assessments

This section applies **only to IB Diploma Programme external written examinations**. The school will follow all IB regulations and guidance for the conduct of IB examinations.

All IB examinations must be conducted in strict accordance with IB procedures to ensure fairness, security, and academic integrity.

##### 7.4.1 During the Examination

- Students must comply fully with IB examination regulations and the instructions of invigilators.
- Any suspected academic misconduct (e.g., unauthorized materials, communication with others, impersonation, use of prohibited devices, or other breaches of IB exam regulations) will be addressed immediately in accordance with IB procedures.
- The examination must continue where possible, and the incident will be documented.

##### 7.4.2 If Misconduct Is Suspected or Identified

- The incident will be reported to the IB as required.
- The school will submit all required documentation, statements, and evidence to the IB.
- The IB will review the case and determine the outcome.

Possible IB consequences may include:

- No grade awarded for the subject
- No grade awarded for the specific examination component
- Withdrawal of results
- Ineligibility for the IB Diploma

All decisions regarding misconduct in IB external examinations are made by the IB. The IB's decision is final.

#### 7.5 Consequences for Staff Malpractice/Maladministration

Staff members are held to the highest professional standards. If a staff member engages in malpractice, including providing undue assistance or compromising examination security, the matter will be investigated by school leadership. Consequences may include formal warning,



retraining, removal from IB responsibilities, or termination in accordance with school policy.

## **8. FREQUENTLY ASKED QUESTIONS AND CASE EXAMPLES OF ACADEMIC MISCONDUCT**

This section provides clarification through frequently asked questions and illustrative examples of academic misconduct. All examples are anonymized and are intended to promote understanding, transparency, and consistency in how concerns are addressed.

### **8.1 Frequently Asked Questions**

#### **What happens if a student forgets to cite a source?**

- If the omission occurs at the draft stage and appears unintentional, the teacher will provide instruction and require revision.
- If the omission occurs at final submission, the teacher will investigate intent and extent.
- Repeated failure to cite sources after instruction may result in formal consequences.
- All confirmed cases are recorded for monitoring purposes.

#### **Is discussing homework with classmates allowed?**

- Discussion of ideas is encouraged when permitted by the teacher.
- Independent tasks must result in independently written submissions.
- Submitting identical or nearly identical responses constitutes collusion.

#### **Can students use artificial intelligence tools?**

- AI tools may be used only when explicitly permitted by the teacher.
- Any AI-generated content must be clearly acknowledged.
- Submitting AI-generated work as one's own without acknowledgment constitutes plagiarism.
- Unauthorized or excessive AI use may result in grade penalties or formal documentation.

#### **Is it acceptable for parents or tutors to edit or rewrite assignments?**

- Parents may provide general feedback and guidance.
- Rewriting, heavily editing, or producing work on behalf of a student constitutes excessive assistance.
- If excessive assistance is identified, the work may be invalidated and redone under supervision.



### What constitutes examination misconduct?

- Bringing unauthorized materials into an exam room.
- Communicating with others during the examination.
- Accessing digital devices without authorization.
- Discussing IB examination content within the 24-hour security window.
- Consequences may include a zero on the assessment, suspension, or reporting to the IB (for DP students).

## 8.2 Case Examples: Elementary School

### 8.2.1 Case 1: Copying from a Website (Draft Stage)

- A Grade 4 student copied several paragraphs directly from an online source.
- The teacher identified inconsistent vocabulary and writing style.
- The student admitted copying because the text “sounded better.”

#### How it was handled:

- Teacher met with the student to explain plagiarism.
- Student received instruction on paraphrasing and citation.
- Assignment was rewritten and resubmitted.
- VP pastoral informs parents if this is a repeated issue at draft stage.

#### Outcome:

- No grade penalty.
- Treated as a developmental learning opportunity.

### 8.2.2 Case 2: Repeated Copying After Prior Instruction (Draft or Final Submission)

- Student copied text again after earlier guidance.

#### How it was handled:

- Student required to complete assignment under supervision.
- Written reflection completed on academic honesty.
- Parent meeting held by VP pastoral and PYP Coordinator.
- Formal documentation recorded.

#### Outcome:



- Increased accountability due to repeated behavior.

### 8.3 Case Examples: Middle School

#### 8.3.1 Case 1: Paraphrasing Without Citation (Final Submission) - First offence

- Grade 8 student submitted a history essay with unattributed paraphrased content.
- Turnitin similarity report showed significant matched text.
- Student admitted using an online article as a template.

##### How it was handled:

- Teacher met with student and reviewed evidence.
- Revision and resubmission of the work (may be supervised)
- Parents/guardians informed.

##### Outcome:

- Incident recorded in student information system.
- Educational follow-up provided.

#### 8.3.2 Case 2: Collusion on a Science Lab Report - First offence

- Two students submitted nearly identical lab reports.
- Collaboration was allowed for data collection but not written analysis.

##### How it was handled:

- Investigation conducted by teacher and Vice Principal.
- Students acknowledged exceeding collaboration limits.
- Both students required to rewrite analysis independently.
- Parents/guardians informed.
- Incident documented.

##### Outcome:

- Clarified distinction between collaboration and collusion.
- Educational follow-up provided.



## 8.4 Case Examples: Diploma Programme (DP)

### 8.4.1 Case 1: AI Use in Internal Assessment (Before IB Submission) -First Offence

- Student used AI to generate analysis sections without acknowledgment.
- Teacher identified inconsistencies in writing style.

#### How it was handled:

- Viva Voce to be had with Teacher and Student to inquire about the work.
- Student required to restart assessment under supervision.
- Parents informed.
- Incident formally recorded.

#### Outcome:

- Educational intervention with formal documentation.
- Prevented escalation to IB-level investigation.

### 8.4.2 Case 2: Unauthorized Notes in Mock Examination

- Student brought unauthorized notes into a mock exam.
- Notes were discovered before being used.

#### How it was handled:

- Student received zero for the mock examination.
- Formal disciplinary record created.
- Meeting held with parents and DP Coordinator.

#### Outcome:

- Clear warning issued regarding IB consequences.

### 8.4.3 Case 3: Plagiarism in Extended Essay (After IB Submission)

- Plagiarism discovered after work was submitted to the IB.
- Case reported to the IB in accordance with regulations.

#### How it was handled:

- IB conducted formal investigation.
- School cooperated fully with IB procedures.



#### Outcome:

- No grade awarded for the subject.
- Student rendered ineligible for the IB Diploma for that session.
- IB decision is treated final.

#### 8.5 Monitoring and Escalation

- All confirmed cases are recorded in a centralized tracking system in the SIS.
- Patterns of repeated misconduct trigger escalating consequences.
- Data is reviewed annually by the Academic Integrity Committee.
- Anonymized case trends inform future instructional planning.

#### 8.6 Purpose of Case Transparency

- Promotes clarity and fairness.
- Reinforces consistent application of procedures.
- Emphasizes educational growth over punishment in early stages.
- Demonstrates progression of consequences from Elementary to Middle School to DP.
- Strengthens a culture of principled and responsible learning.

### **9. POLICY REVIEW**

This document was created in collaboration with the Principal (or designate), IB Coordinators, and Leadership Team, who form the **body responsible for policy formulation and review committees**.

The policy will be reviewed every year to ensure alignment with TIS's guiding statements, best educational practice, and updates from the International Baccalaureate Organization (IBO) and technological advancements (e.g., AI).

### **10. ALIGNMENT WITH OTHER TIS POLICIES**

All policies pertaining to the IB evaluation process—including the Language Policy, Complaints and Appeals Policy, Assessment Policy, Admissions Policy, Inclusion Policy, and Academic Integrity Policy—are reviewed in conjunction with one another. This coordinated review ensures alignment, consistency, and coherence across all areas of school practice, supporting a unified, whole-school approach in line with IB standards and expectations.



## **APPENDIX 1 - REPORTING SUSPECTED MISCONDUCT**

Standard Email Report Format (Teachers → VP / IB Coordinator) by Division

When a teacher determines that a suspicion of academic misconduct is identified, the following email format must be used. The report should be sent to the appropriate Vice Principal. If the case relates to an IB assessment (internal or external), the IB Coordinator must be copied.

### **Subject Line:**

Academic Misconduct Report – [Student Name] – [Grade/Class] – [Date]

### **Email Body:**

#### **1. Student Information**

- Student Name:
- Grade/Class:
- Subject/Teacher:
- Assessment Task (include IB component if applicable):
- Date of Incident / Submission:

#### **2. Nature of Suspected Misconduct**

Provide a clear, factual description of the suspected breach (e.g., plagiarism, collusion, unauthorized materials in exam, AI misuse, etc.).

#### **3. Evidence Collected**

Attach and briefly describe all relevant evidence, such as:

- Turnitin or similarity report
- Comparison with previous student work
- Copy of the assessment
- Witness statements (if applicable)
- Notes from student interview

#### **4. Student Interview Summary**

Summarize when the student was interviewed and provide a factual account of the student's explanation.

#### **5. Determination**

State that, based on the evidence and interview, the suspicion is founded and is being formally reported in accordance with Section 6.1 of the Academic Integrity Policy.



## 6. Parent/Guardian Notification

Confirm that parents/legal guardians have been informed of the concern and that the matter has been referred to administration for investigation.

**AMENDED:** April 2017, May 2021, April 2026

**LAST REVIEWED:** April 2026

**APPROVED:**

## WORKS CITED

Author note: Poe.com (Quora, 2023) Poe was used as a thought partner to support grammar, structure, and language refinement as to enhance clarity and coherence. The ideas, analysis, applications to context, and conclusions remain entirely the author's own.

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