

Academic Integrity Policy



Tohoku International School

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Philosophy

Integrity in all areas of life is an essential character trait, and one that will help the students of today become the leaders of tomorrow. We recognise that Academic Integrity shows fairness to individual creators and has lasting effects on future users. We also recognise that practising academic integrity now will help us to enable the growth and protection of our students in the future.

Tohoku International School (TIS) expects every member of the community to act with integrity. This is especially true of academic work, including assessments and research. “Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.” (Academic Integrity, 2019, 3). Academic integrity is not just an expectation of students but teachers and school leadership as well. The community is expected to adhere to the rules and expectations given in the document, *Academic Integrity*, from the International Baccalaureate (IB).

The whole community of learners at TIS holds academic integrity in the highest regard. Both students and teachers at TIS strive to develop the skills necessary to build and maintain a culture that values and promotes academic integrity. We will also fully apply these skills in all areas of our academic and professional work.

The idea of integrity, academic and otherwise, is embodied in the TIS Five Stars, especially that of *Responsible* and *Communicators* and the IB Learner Profile attributes, particularly that of being *Principled*.

Building a Culture of Integrity

The idea of academic integrity is introduced in our Primary Years Program (PYP), and culminates with the externally assessed Diploma Programme (DP). In Secondary School, teachers and students continue to promote this concept both within the school curriculum and, most importantly, in our interactions with each other. There are many examples of integrity in our curriculum, such as self-refereed games in Physical Education and Health. Another example is an ongoing expectation that students appropriately cite research sources in all classes. Finally, the culture of integrity is actively taught and promoted in Library classes.

Specifically regarding academic integrity, it is expected that credit is given to the sources of information and ideas in all classes, starting in the PYP and continuing through to the Secondary level. Plagiarism, the representation of another’s work as one’s own, in any form is not allowed at TIS. Proper use of information and ideas in an academic setting is a skill that must be taught, learned and practiced by students and teachers alike.

In order for students to be able to learn and apply these skills, teachers in all subject areas are responsible for the instruction and monitoring of good academic practices. For example, a science teacher will instruct students in identifying information that must be cited in a lab report and how sources should be cited or credit otherwise given.

Teachers are responsible for upholding academic integrity and are supported through ongoing professional development to ensure consistent and informed practice across the school.

Students and parents are expected to support this commitment. Each year, they will receive the policy, and students sign it to formally acknowledge their responsibility to uphold it.

Ultimately, the promotion of the culture of integrity rests on the Principal, the Head of Secondary, the Head of Elementary, the PYP Coordinator and the DP Coordinator. They will work with all members of the TIS community to ensure that academic integrity is a hallmark of an education at TIS.

Defining Academic Integrity in Elementary

Academic integrity includes rigorous participation in the learning and research process, honest reporting of results of any original research, and the avoidance of dishonesty and plagiarism in its various forms.

Grade level expectations may include, but are not limited to:

Kindergarten:

- Always doing the right thing even when no one is watching.
- Acknowledging help received from someone by writing the person's name.

Grade 1/2

- Respect others' work and ideas.
- Students learn to paraphrase
- Include where the information came from using the title or author
- Fairness in collaboration

Grade 3/4

- Students learn to use quotation marks when using direct quotes.
- Crediting authors for their work
- Students begin to create bibliographies, using titles and authors

Grade 5/6

- Modern Language Association (MLA) citation
- Students use bibliographies for informative and opinion writing
- Crediting authors for their work

Defining Academic Integrity in Secondary

Academic integrity includes rigorous participation in the learning and research process, the honest reporting of results of any original research, and the avoidance of dishonesty and plagiarism in its various forms.

Dishonesty could include, but is not limited to, the following practices:

- Any form of cheating on quizzes, tests, or other written assessments.

- Acquisition of information in conflict with the intended purpose of an assignment (e.g., looking up answers without trying to solve or reason out a problem)
- TIS agrees with the IB definition of Collusion as “the unallowable cooperation between students to complete work that is to be submitted for assessment” (“Reflective project guide” 37), and can include, but is not limited to:
 - More than one student working to produce a response and that response being submitted as individual work by one or multiple students
 - A student assisting another student to commit an act of plagiarism or cheating;
 - A student giving or receiving a previous response or teacher-created answer key to an assessment.
 - Misrepresentation or falsification of research results or any part of the research process
 - Please note that: Collusion does not include legitimate collaboration with classmates.
- Duplication of work is defined by IB as “...the presentation of the same work for different assessment components or subjects” (“Academic Integrity Policy” 32)
- Use of AI software at any step of the creative and conception process as per the [TIS AI policy](#)

The following examples are all defined as plagiarism:

- Submitting someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation
- Changing words but copying the sentence structure of a source without giving credit
- Copying so many words or ideas from a source that makes up the majority of student work, whether the student gives credit or not
- Passing off AI-generated work as your own.

Examples of Academic Misconduct

Academic misconduct may include, but is not limited to, the following:

- **Cheating Behaviors:** Engaging in any form of dishonesty during quizzes, tests, or other evaluations. Viewing or using someone else’s work without their consent, using unauthorised notes during assessments, or using unapproved electronic devices.
- **Improper acquisition of information:** Obtaining answers or solutions in a way that conflicts with the intended purpose of an assignment, such as looking up answers without attempting to solve or reason through the problem.
- **Plagiarism:** “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” as per IB Academic Integrity Policy (45).
- **Failure to provide age-appropriate citations:** Omitting proper citations for all research, including visuals such as photos, diagrams, and graphs.

- **Falsifying information:** Fabricating data or forging citations in research or assignments.
- **Copying and sharing:** Duplicating or sharing answers with others.
- **Unauthorised collaboration:** Working with others when collaboration is not permitted.
- **Inappropriate content:** Including language, images, or materials that are not school-appropriate, such as racism, gender discrimination, violence, etc.
- **Unauthorised use of AI:** AI that is used not in accordance with the AI policy regulations

Identifying Malpractice or Negligence and Consequences of Breach

Before a breach is made:

1. Teachers must be proactive in teaching the skills that students need to be successful in maintaining academic integrity.
2. Teachers must be proactive in teaching MLA referencing and citation in totality and offer students resources for self-study.
3. When drafting assignments, teachers should be vigilant in helping students identify areas in which they might commit plagiarism.
4. Students should be made aware of rewards for upholding academic integrity and the consequences of failing to do so.
5. Students should be educated on the responsible use of AI as per the [TIS AI Policy](#)

While teachers will generally be the first to identify the occurrence of plagiarism, all members of the TIS community have the duty to identify and address breaches of academic integrity.

1. If the breach is identified by a student, the student should report it to the teacher. The student who reports the offence must have their identity protected.
2. If the breach is identified by a teacher or other adult, the teacher should notify the Head of Secondary and/or the DP Coordinator.
3. The Head of Secondary and/or the DP Coordinator will conduct an investigation, and in the case that plagiarism is detected the following action should be taken.

When a breach of academic integrity is identified in Elementary:

The development of the class community will provide students with a tiered approach to reporting academic dishonesty and the consequences for individual acts of academic dishonesty.

The tiered approach begins with an informal teacher-student conference, then leads to conferences with parents and students, and the final level is a conference with school administrators, teachers, students, and parents. Students will have the opportunity to report

other students' academic dishonesty by reporting the event to the teacher. Teachers will have the opportunity to report a student's academic dishonesty to the school administrators after two events, and teachers have spoken to the student and parents.

When a breach of academic integrity is identified in Secondary:

Consequences for breaches of academic integrity will follow the same principles and procedures as laid out in the [Behaviour Policy](#), at the moderate to severe level, depending on the case. Consequences will be defined on a case-by-case basis, but may include:

- Submission of alternative assessment
- Loss of opportunity to submit work for feedback and assessment
- Receiving a zero on the assessment
- Incomplete on a transcript, leading to failure of the course
- School refusal to submit the external assessment to the IB

Breach of Academic Integrity in the Diploma Program:

Student academic misconduct is defined as “deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment or study,” *Academic Integrity* from the IB. TIS, as an IB world school, must act immediately in the event of a confirmed breach of academic integrity.

Students and teachers will work together in order to avoid academic misconduct in the following ways.

Before submission:

Written assignments and projects will be designed so there are ample opportunities to be reviewed by the student, peers and teachers for possible breaches of integrity. Written summative assessments, including text and references, will be checked using plagiarism detection software such as Turnitin. Any flagged passages will be reviewed to see if there are any actual breaches.

After submission:

In the event that an act of academic misconduct is detected during an exam or on a submitted piece of work, whether by a student, teacher or any other party, the DP Coordinator and Head of Secondary will be notified immediately. Full documentation will be made in order to make an objective and fair investigation. This will include confiscation of papers, screenshots or copies of documents, emails and other relevant information. Any investigation will include the DP Coordinator and the Head of Secondary interviewing the student and taking into consideration the student's explanation.

All evidence gathered during the investigation will be recorded in the student's file.

Parents will be notified of the investigation and its outcome. In the case that malpractice is confirmed by the investigation, the notification of parents will be made in writing. The notification will include the chance to appeal the decision within a week of notification.

In the case of Breach in a Formally Assessed task for the IBDP:

In the case that the assignment under investigation is an externally assessed DP assessment, including an Internal Assessment, Extended Essay or Creativity, Activity, Service (CAS) Portfolio submission, the following applies:

- If malpractice is identified during the drafting/formative process, the malpractice must be revised by the student.
- If malpractice is detected in a final submission to the school, but has not been submitted to the IBDP, the work will not be submitted, and the student will receive an N/A (not applicable) on the work.
- If malpractice is discovered after submission to the IBDP, the IB will be notified by the DP Coordinator. This case could result in the student being unable to earn the diploma, and if discovered after the diploma has been awarded, could result in cancellation of the award of the Diploma.

Please see the IB Document, [*Academic honesty in the DP*](#), and the [*Academic Integrity Policy*](#) Both are accurate as of 2025.

Appendix A: Examples of Citations

Correct	Incorrect
<p><i>MLA 9th Edition</i> “Cat.” Wikipedia, The Free Encyclopedia, Wikimedia Foundation, last edited 13 Feb. 2026, https://en.wikipedia.org/wiki/Cat. Accessed 16 Feb. 2026.</p>	<p>Wikipedia. Cat. https://en.wikipedia.org/wiki/Cat</p>
<p><i>APA 7th Edition</i> Wolter, T. (2026, February 10). Which winter sport is the fastest? Encyclopædia Britannica. https://www.britannica.com/sports/Which-Winter-Sport-Is-the-Fastest</p>	<p>Wolter, T. Which Winter Sport Is the Fastest? Britannica. https://www.britannica.com/sports/Which-Winter-Sport-Is-the-Fastest</p>
<p><i>Chicago 18th Edition</i> Kyodo News. “Tokyo Travel Agency Offers Hands-On Evacuation Shelter Experience.” The Mainichi (English), February 13, 2026. https://mainichi.jp/english/articles/20260213/p2g/00m/0na/042000c</p>	<p>Kyodo. Tokyo Travel Agency Offers Hands-On Evacuation Shelter Experience, Mainichi, 2026. https://mainichi.jp/english/articles/20260213/p2g/00m/0na/042000c</p>

Bibliography

“Reflective Project Guide (First Teaching 2025).” *International Baccalaureate Program*

Resource Center, May 2025.

“Academic Integrity Policy”. *International Baccalaureate Program Resource Center*, March

2023

Revision Schedule

This policy will be reviewed each August and modified as necessary. Any updates will be shared with the staff and updated on the school’s admissions website.

This policy was reviewed September 7th of 2022 by the entire secondary staff.

This policy was reviewed on April 18th of 2023 by the DP1 Cohort of students.

This policy was reviewed on September 13th of 2023 by both DP1 and DP2 Cohort students.

Last revised on Jan 15 2025 by Secondary staff

Amended on January 27th by Robert Zehmke - links to the AI policy added

I have read and understood the TIS Academic Integrity Statement and agree to abide by it.

Student Name :

Student Signature:

Date: