



Academic Integrity Policy



Review frequency: Annual

The policy was written by the Head of the Library, Heads of the Programmes, and Programm Coordinators, in September 2010.

Last reviewed by the Head of the Library, Heads of the Programmes, and Programm Coordinators, in October 2021.

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Our Mission

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

Our Values

Our values-driven international education is expressed through core values that are woven into every academic and extra-curricular activity at the European School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation.
- Pursuing excellence.
- Growing by learning.
- Global citizenship.

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at ES learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

Our Commitment is to:

- Offer inclusive, diverse, and innovative learning communities.
- Develop, support, and empower our students intellectually, creatively, socially, physically, and ethically in harmony with Georgian culture.
- Focus on academic excellence and integrity.
- Creating lifelong learners.

Table of Contents

Introduction	3
What is academic integrity?	3
Why do we need academic integrity?	3
What is Malpractice?	4
Roles and responsibilities	4
Strategies for implementing academic integrity policy and MLA.	6
Sanctions of Misconduct	6
Academic Integrity in External Examinations	7

Introduction

Academic Integrity is one of the essential values implemented by the European School across its programmes. This academic Integrity policy aims to promote good practice among students at the European School and emphasize the importance of acknowledging the works of others by use of referencing and citing sources.

This document focuses on promoting the understanding and prevention of academic misconduct and defining sanctions against those who practice academic dishonesty. We ensure that the students grow in their ability to make informed, reasoned, ethical judgments and the school community is aware of the IB learner profile and its importance in promoting Academic Integrity.

Students become knowledgeable, reflective, and open-minded inquirers through exploring a range of concepts, ideas, and issues. As they become more confident and skillful communicators, they will also need to collaborate with others. Students will learn to be resourceful and resilient in the face of challenges and change to become risk-takers while working independently and cooperatively to explore new ideas and innovative strategies.

They will therefore need to understand the difference between collaboration and collusion. Learning to become more principled entails developing a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their actions and the consequences that accompany them. Becoming more caring includes respecting the ideas of others. As students also become better thinkers, awareness of the consequences of the failure to properly acknowledge the ideas of others will enable them to make reasoned, ethical decisions. They will recognize our interdependence with other people and the world in which we live to deepen our understanding of the importance of balancing different aspects of our lives. Students who fail to show academic integrity should therefore be able to take responsibility for their actions and the consequences that accompany them.

What is academic integrity?

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.

It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or the workplace, in strict adherence to this principle (IBO).

Why do we need academic integrity?

European School articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals: honesty, trust, fairness, respect, and responsibility.

To maintain a high standard of academic integrity, students and teachers must:

- Comply with school Academic Integrity Policy and guidelines.
- Accept the significance and importance of producing authentic and original work.
- Conduct themselves honestly, fairly, truthfully, ethically, and responsibly.
- Acknowledge the intellectual property of others when producing work.
- Learn the conventions of academic writing.
- Learn to reference and cite using the standard approved by the school and this policy document.

What is Malpractice?

The regulations define malpractice as behavior that results in or may result in the student or any other student gaining an unfair advantage in one or more assessment components. Malpractice includes:

Plagiarism - This is defined as the representation of the ideas or work of another person as the student's own. An authentic piece of work should be based on the student's individual and original ideas with the ideas and work of others fully acknowledged, including quotations in a student's examination script. Many students from the international section are fluent in two or more languages and are therefore able to conduct their research in more than one language, using a translated text in their work without acknowledging its source still constitutes plagiarism.

Collusion - This is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another. There are occasions when collaboration with other students is permitted or even actively encouraged, for example, in the requirements for some internal assessment. Nevertheless, the final work must be produced independently, although it may be based on the same or similar data as other students in the group.

Duplication of work - this is defined as the presentation of the same work for different assessment components and/or diploma requirements. However, it is perfectly acceptable for a student to study one aspect of a topic for internal assessment and another aspect of the same topic e.g., for an extended essay.

Fabrication of data - is a further example of malpractice. If a student manufactures data for a table, survey, or other such requirements, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the student guilty of malpractice. Using authentic data is a matter of academic honesty. Students should understand that all work for a particular subject may be sent to the same examiner and the examiner will be able to identify work that is the same or very similar.

Roles and responsibilities

European School ensures that relevant support materials, resources, and structures related to the academic integrity policy are in place.

Each member of the school community will provide students with advice whenever necessary and act as a good role model for all students. The European School teachers, staff, and leadership team are expected to make efforts to detect any plagiarism, collusion, or duplication of work to be able to confirm that, to the best of their knowledge, all students' works are authentic.

Responsibilities of the school stakeholders:

The Heads of Programmes ensure that the school:

- Implements, communicates, and regularly reviews an Academic Integrity policy that creates cultures of ethical academic practice considering physical and virtual spaces in all its mandated policies.
- Has an Action plan with the integration of human, natural, built, and virtual resources in all its mandated policies.
- The pedagogical leadership team uses the school's mandated policies in decision-making and curriculum development.

- Implements processes with consideration of the relationship between its mandated policies.
- Documents its mandated policies including Academic Integrity Policy and communicates them to the school community.

The Programme coordinators ensure that:

- All students, teachers, parents, or legal guardians understand the value and importance of the school's academic honesty policy and guidelines.
- Teachers, students, and parents or legal guardians have a copy, read, and understand the school's academic integrity policy.
- The student's academic misconduct cases are dealt with according to the sanctions acknowledged in this policy.

The subject teachers ensure that:

- Students have a full understanding of the expectations and guidelines of the Academic Integrity Policy, MLA referencing and citing, and relevant sanctions.
- Students' academic misconduct is recorded and proceeded according to the protocol; reported to the coordinator when necessary.

The homeroom teachers ensure that:

- Weekly Academic Integrity monitoring is done and recorded.
- An academic misconduct report is sent to the coordinator and head of the library.
- Supportive instructional meetings are arranged to meet the requirements of the Academic Integrity Policy.

The parents /legal guardians ensure that:

- They understand and follow the ES Academic Integrity Policy.
- They support their children's understanding of Integrity Policy and relevant sanctions.
- Giving or obtaining assistance in the completion of work to their children will count as academic misconduct.

The Head of the Library ensures that:

- Annual revision of the Academic Integrity Policy is conducted accordingly.
- Annual contribution to annual action plan development is done to promote Academic Integrity.
- Academic Integrity and MLA workshops for school stakeholders (students, parents, and teachers) planned, developed, and conducted.
- Academic Integrity and MLA handbooks are updated and published annually to support school stakeholders (students, parents, and teachers).
- Collaborative staff and homeroom teachers' meetings are planned to follow the Academic Integrity Policy and regulations.
- Collaboration with the ATL coordinator provides support for students' development of research skills.
- Good academic practice for documenting sources throughout the school is taught.
- Students get appropriate guidance and assistance in finding and using authoritative and reliable information from a variety of sources.

Strategies for implementing academic integrity policy and MLA.

1. All teachers teach MLA citation and referencing style to support academic integrity in the process of inquiry. Students should use the MLA style (<http://www.mlastyle.org/>) or other approved citation builder, reference guideline websites to create a bibliography of MLA format.
2. To guarantee the authenticity of students' work, teachers will use the plagiarism checking tool Turnitin or free online plagiarism checking tools such as <http://www.duplichecker.com/>.
3. Students should also be encouraged to use this to improve their writing, avoidance of plagiarism, and over-reliance on other people's work.

Sanctions of Misconduct

To assist students, parents, and teachers in understanding the importance of developing an academically honest approach to all aspects of the programmes offered by the European School, internal and external sanctions are in place.

* When academic misconduct occurs in the Primary programmes, incidents will be addressed by the teacher with the student. All students will have the opportunity to correct the error. The teacher will lead a reflection session with the student. There is no academic consequence until 5th Grade of IB PYP where students will sign a contract at the beginning of the year for their PYP final exhibition.

Internal sanctions are those used by European School and refer to criterion and non-criterion formative and criterion-based summative assessment tasks (classwork or homework and will include):

1. First Offense:

- The subject teacher will inform parents about the incident via (MangeBac, QuickSchool, or Edupage).
- The student is required to re-submit the updated work if it is a criterion or non-criterion formative task and verbally reminded of the academic integrity policy requirements.
- The student's summative criterion-based work will be awarded Zero until the student re-submits the updated summative work with all Academic Integrity requirements met.
- The homeroom teacher will record the case in the weekly analysis document and inform the programme coordinator.

2. Second Offense:

- The subject teacher will inform parents about the incident via (MangeBac, QuickSchool, or Edupage).
- The student's formative or summative criterion-based work will be awarded Zero without a re-submission option. The subject teacher will email parents and the student about the case and remind them that a "Zero" summative assessment will negatively affect the end-of-semester Grade.
- The homeroom teacher will arrange a Supportive Instructional meeting with a student and the Head of the Library to discuss academic integrity policy requirements and participation in Positive Behaviour Club (45 minutes lesson: writing 500 words Essay "Academic Integrity Rules"). Positive Behaviour Club will be conducted by the Head librarian.

- The homeroom teacher will record the case in the weekly analysis document and inform the programme coordinator.

3. Third Offense:

- The subject teacher will inform parents about the incident via (MangeBac, QuickSchool, or Edupage).
- The student's formative or summative criterion-based work will be awarded Zero without a re-submit option. The subject teacher will email parents and the student about the case and remind them that a "Zero" summative assessment will negatively affect the end-of-semester Grade.
- The homeroom teacher will arrange a Supportive Instructional meeting with the student, parent, Head of the Library, and programme Coordinator to discuss academic integrity policy requirements and student participation in Positive Behaviour Club (2 lessons: writing two Essays "Academic Integrity Rules" and "Consequences of Academic Misconduct"). Positive Behaviour Club will be conducted by the head librarian.
- The homeroom teacher will record the case in the weekly analysis document and inform the programme coordinator.

4. Fourth Offense

- The subject teacher will inform parents about the incident via (MangeBac, QuickSchool, or Edupage), and email to Programme Coordinator and Head of the Programme.
- The student's formative or summative criterion-based work will be awarded Zero without a re-submit option. The subject teacher will email parents and a student about the case and remind them that a "Zero" summative assessment will negatively affect the end-of-semester Grade.
- Senior Leadership Team members will have a meeting to discuss the incident.
- The homeroom teacher will invite parents to have a meeting with the Head of Programmes and /or Director to discuss academic integrity policy requirements and internal/external suspension.
- The homeroom teacher will record the case in the weekly analysis document and inform the programme coordinator.

External Sanctions

External consequences are those applied by the IB/College Board and relate specifically to externally moderated pieces of work.

The sanctions for MYP E-Assessment academic misconduct will be provided when the school decides to register students for external assessment; not for the 20-21 academic year).

Academic Integrity in External Examinations

All teachers will receive a summary copy of the arrangements for written examinations. There will be a meeting each year of teachers concerned at which the main points of the exam regulations will be discussed. During the exams, a full copy of the arrangements for written examinations will be available in the exam room. Copies of the Conduct of the examinations notice to students and the prohibited items will be displayed outside of the exam room.

Policy Revision

European School implements and reviews an academic integrity policy that makes the school's philosophy clear. This policy is reviewed annually to ensure compliance with current regulations by the leadership team committee. Amendments to the policy are done in correlation with IB, Collegeboard-mandated policies to ensure they are cohesive and reflect philosophy to support programme implementation and ongoing development.

This policy is evaluated based on the data collected and analyzed through:

- Regular surveying (each semester) of the school community; parents, teachers, and students.
- Data collected from the Academic integrity tracker weekly and monthly.