



European School LLC
შპს ევროპული სკოლა

Academic Integrity Policy



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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.

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Introduction

Academic integrity is a core value upheld across all programmes at the European School. This policy seeks to foster good practices among students and emphasises the importance of acknowledging the intellectual contributions of others through proper referencing and citation.

This document aims to enhance understanding, prevent academic misconduct, and define the sanctions applied to instances of academic dishonesty. It ensures that students develop the ability to make informed, ethical, and reasoned judgements while raising awareness within the school community about the IB Learner Profile and its role in promoting academic integrity.

Through exploration of a wide range of concepts, ideas, and issues, students become knowledgeable, reflective, and open-minded inquirers. As they gain confidence and proficiency in communication, they learn to collaborate effectively with others. Students also build resourcefulness and resilience, equipping them to tackle challenges and adapt to change, thereby becoming principled risk-takers.

A key element of this development is understanding the distinction between collaboration and collusion. Becoming more principled involves cultivating a strong sense of fairness, justice, and respect for the dignity of individuals, groups, and communities. Students take responsibility for their actions and the consequences that arise from them. A caring attitude involves respecting the ideas of others, while improved critical thinking skills help students to understand the implications of failing to properly acknowledge the work of others.

By recognising our interconnectedness with others and the world, students deepen their appreciation of the need to balance different aspects of life. Those who fail to uphold academic integrity must take responsibility for their actions and accept the consequences.

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?

The European School is dedicated to instilling a robust culture of academic integrity, underpinned by its five fundamental values: honesty, trust, fairness, respect, and responsibility.

To uphold the highest standards, both students and teachers are expected to:

- Adhere to the Academic Integrity Policy and guidelines of the school.
- Recognise the value and importance of producing authentic and original work.
- Conduct themselves with honesty, fairness, truthfulness, ethical behaviour, and responsibility.
- Respect and acknowledge the intellectual property of others.
- Master the conventions of academic writing.
- Utilise the approved referencing and citation standards outlined in this policy.

What is Malpractice?

Malpractice is defined as behaviour that results in, or has the potential to result in, a student or any other student gaining an unfair advantage in one or more assessment components. It includes the following:

Plagiarism

Plagiarism is the misrepresentation of another person's ideas or work as one's own. Authentic work should be based on the student's original ideas, with full acknowledgment of any contributions from others, including direct quotations in examination scripts. Many students in the international section are multilingual and may conduct research in more than one language. However, using a translated text without citing its source constitutes plagiarism.

Collusion

Collusion refers to facilitating malpractice by supporting another student, such as allowing one's work to be copied or submitted for assessment by another. While collaboration is sometimes permitted or even encouraged—for example, in specific internal assessments—the final work must always be independently produced, even if it is based on shared or similar data within a group.

Duplication of Work

Duplication of work involves submitting the same work for different assessment components or diploma requirements. However, it is acceptable for a student to explore different aspects of the same topic for separate components—for instance, one aspect for internal assessment and another for an extended essay.

Fabrication of Data

Fabrication of data is another example of malpractice. Manufacturing data for tables, surveys, or other assessment requirements is considered an attempt to gain an unfair advantage. Such actions will lead to a finding of malpractice by the final award committee. Academic honesty necessitates the use of authentic data.

Students must understand that all work for a given subject may be reviewed by the same examiner, who will likely identify work that is identical or strikingly similar to that of others.

Responsibilities of School Stakeholders

The effective implementation of the Academic Integrity Policy requires the active participation of all stakeholders within the school community. Each group has a distinct and critical role in fostering ethical academic practices, ensuring adherence to the policy, and supporting students in developing principled academic habits. Below is an outline of the responsibilities assigned to each stakeholder group.

Heads of Programmes

The Heads of Programmes are responsible for:

- Implementing, communicating, and reviewing the Academic Integrity Policy regularly to establish a culture of ethical academic practices across physical and virtual learning environments.
- Developing and overseeing an action plan that integrates human, natural, built, and virtual resources in line with mandated policies.
- Ensuring that the pedagogical leadership team applies mandated policies in decision-making and curriculum development.
- Establishing and maintaining processes that address the interconnection between various mandated policies.
- Documenting all mandated policies, including the Academic Integrity Policy, and ensuring effective communication to the school community.

Programme Coordinators

Programme Coordinators are responsible for:

- Ensuring all students, teachers, and parents or legal guardians understand the importance and purpose of the Academic Integrity Policy.
- Distributing the Academic Integrity Policy to all relevant stakeholders and ensuring they have read and comprehended its contents.
- Addressing cases of academic misconduct by students, following the sanctions outlined in this policy.

Subject Teachers

- Subject teachers are responsible for:
- Ensuring students are thoroughly familiar with the expectations and guidelines outlined in the Academic Integrity Policy, including MLA referencing and citing requirements.
- Recording and reporting incidents of academic misconduct according to established protocols and escalating them to the Programme Coordinator when necessary.

Homeroom Teachers

Homeroom teachers are responsible for:

- Conducting regular monitoring of academic integrity and maintaining accurate records.
- Reporting instances of academic misconduct to the Programme Coordinator and the Head of the Library.
- Organising instructional meetings to provide additional support in meeting the expectations of the Academic Integrity Policy.

Parents/Legal Guardians

Parents or legal guardians are responsible for:

- Familiarising themselves with and adhering to the European School's Academic Integrity Policy.
- Supporting their children in understanding the policy and the consequences of academic misconduct.
- Recognising that providing or obtaining assistance for their children in completing work constitutes academic misconduct.

Head of the Library

The Head of the Library is responsible for:

- Conducting an annual review of the Academic Integrity Policy to ensure alignment with institutional goals.
- Contributing to the development of the annual action plan aimed at promoting academic integrity.
- Planning and delivering Academic Integrity and MLA workshops for students, parents, and teachers.
- Updating and publishing the Academic Integrity and MLA handbooks annually to provide comprehensive support to stakeholders.
- Organising meetings with staff and homeroom teachers to reinforce adherence to the Academic Integrity Policy.

- Collaborating with the ATL Coordinator to support students' development of research skills.
- Teaching and reinforcing best practices for documenting sources throughout the school.
- Providing students with expert guidance in sourcing authoritative and reliable information from diverse resources.

Strategies for Implementing the Academic Integrity Policy and MLA

The successful implementation of the Academic Integrity Policy relies on proactive measures, consistent enforcement, and the provision of tools and resources to support students and teachers. The following strategies ensure the promotion of ethical academic practices and adherence to MLA citation and referencing standards:

1. Teaching MLA Citation and Referencing

- All teachers are required to teach MLA citation and referencing style, emphasising its importance in maintaining academic integrity throughout the inquiry process.
- Students are expected to use MLA style (<http://www.mlastyle.org/>) or other approved citation builders and reference guideline websites to create bibliographies in the correct format.
- Teachers will incorporate MLA referencing instruction into subject-specific curricula and provide resources, such as citation guides and online tools, to support students' learning.

2. Plagiarism Detection and Prevention

- Teachers will utilise plagiarism detection tools, such as Turnitin or free online platforms like <http://www.duplichecker.com/>, to verify the authenticity of students' work.
- Students will be encouraged to use these tools proactively to assess their work, improve their writing, and avoid unintentional plagiarism.
- Plagiarism awareness sessions will be conducted to educate students on the importance of original work and proper citation practices.

3. Embedding Academic Integrity in the Curriculum

- Teachers will integrate discussions on academic integrity into regular lessons, highlighting the connection between ethical practices and long-term success.
- Group projects will include explicit instructions on distinguishing collaboration from collusion, with guidelines to ensure proper attribution of ideas.
- Homeroom teachers will monitor academic integrity weekly and provide feedback to students on areas requiring improvement.

5. Student and Teacher Support

- Workshops and Training: Regular workshops for students, teachers, and parents to reinforce the importance of academic integrity and MLA citation standards.

- Supportive Meetings: Homeroom teachers and coordinators will arrange one-on-one or group sessions with students needing additional guidance.
- Instructional Resources: Academic Integrity handbooks, MLA guides, and step-by-step tutorials will be provided to support stakeholders.

6. Monitoring and Feedback

- Teachers will provide regular feedback on students' adherence to academic integrity standards, including specific guidance on citation and referencing.
- Homeroom teachers will maintain records of academic misconduct incidents and ensure they are communicated to relevant stakeholders.

7. Recognition of Ethical Practices

- Positive behaviour related to academic integrity, such as exemplary adherence to MLA citation standards, will be acknowledged and celebrated through awards or recognition programs.
- Showcasing student work that demonstrates strong academic integrity practices will encourage peers to emulate similar behaviours.

Use of Artificial Intelligence (AI) Tools

The goal of academic integrity is to ensure transparency in the process of thinking and understanding. To this end, students must demonstrate mastery of all components of academic integrity, including the ethical use of Artificial Intelligence (AI) tools.

While AI tools are becoming increasingly common, it is important to recognise that the quality of text generated by AI software is often substandard and unlikely to achieve high marks. Moreover, the International Baccalaureate (IB) does not consider work produced by AI tools as original to the student. As with any work not their own, students must properly cite and reference content generated by AI tools.

Failure to acknowledge the use of AI tools constitutes malpractice, as it represents the work of the AI software as the student's own. This is a breach of academic integrity, subjecting the student to the sanctions outlined in the Academic Integrity Policy.

Guidelines for Ethical Use of AI Tools

1. Research Support

- AI tools may be utilised during the research process to provide ideas and help shape arguments.
- Students are encouraged to use AI tools to generate research questions, rather than essay titles, to focus their exploration on credible sources.

- Students must be mindful of potential biases in AI-generated search results and critically evaluate the information provided.

2. Proper Attribution

- If students use text, images, or other outputs produced by an AI tool—whether by copying, paraphrasing, or modifying that content—they must clearly cite the AI tool in their work.
- The AI tool must be credited in the body of the text and appropriately referenced in the Works Cited section.

3. Citation Requirements

- The in-text citation for AI-generated content must include quotation marks, the specific prompt provided to the AI tool, and the date the content was generated.
- Similar citation requirements apply to non-text materials, such as images or designs, obtained or modified using AI tools.

Practical Application of AI Tools

- Students should use AI tools as a supplement to, not a replacement for, independent critical thinking and research.
- AI tools should not be used to write entire essays or complete assignments. Instead, they can support the brainstorming process or offer initial ideas for further exploration.
- Students must evaluate and verify the sources provided by AI tools to ensure credibility and reliability.

Sanctions for Academic Misconduct

To emphasise the importance of academic honesty across all programmes offered by the European School, a structured system of internal and external sanctions is in place. These sanctions aim to guide students, parents, and teachers in fostering an academically honest approach to learning while addressing incidents of misconduct fairly and constructively.

Sanctions in Primary Programmes

In the Primary Years Programme (PYP), academic misconduct is addressed through a developmental and reflective approach. Teachers will:

- Discuss incidents directly with the student, providing an opportunity to identify and correct the error.
- Lead a reflective session with the student to reinforce the importance of academic integrity.

From Grade 5 onwards, students sign an Academic Integrity Contract at the start of the year for their PYP Exhibition, reinforcing their commitment to honest academic practices.

Internal Sanctions

Internal sanctions are applied to criterion-based summative assessments, as well as non-criterion formative tasks (classwork or homework). These sanctions are progressive and increase in severity with repeated offences.

First Offence

- The subject teacher will notify parents via ManageBac, QuickSchool, or Edupage.
- The student must re-submit the updated work if the task is formative (criterion or non-criterion) and will receive a verbal reminder of the Academic Integrity Policy requirements.
- For summative criterion-based work, a temporary grade of zero will be assigned until the student re-submits the work meeting all Academic Integrity Policy requirements.
- The homeroom teacher will record the incident in the weekly analysis document and inform the Programme Coordinator.

Second Offence

- Parents will be notified of the incident by the subject teacher via ManageBac, QuickSchool, or Edupage.
- Formative or summative criterion-based work will be awarded zero without the option to resubmit.
- The subject teacher will email both the parents and the student, emphasising that a zero grade on summative work will adversely affect the end-of-semester grade.
- The homeroom teacher will arrange a supportive instructional meeting with the student and the Head of the Library to reinforce the Academic Integrity Policy.
- The student will participate in a Positive Behaviour Club session (45 minutes), which includes writing a 500-word essay on "Academic Integrity Rules."
- The incident will be recorded in the weekly analysis document and shared with the Programme Coordinator.

Third Offence

- Parents will be informed of the incident via ManageBac, QuickSchool, or Edupage.
- Formative or summative work will be awarded zero without a re-submission option.
- The homeroom teacher will arrange a meeting involving the student, parent, Head of the Library, and Programme Coordinator to review the Academic Integrity Policy and discuss corrective actions.
- The student will participate in two Positive Behaviour Club sessions, including writing two essays: "Academic Integrity Rules" and "Consequences of Academic Misconduct."
- The incident will be recorded in the weekly analysis document and shared with the Programme Coordinator.

Fourth Offence

- Parents, the Programme Coordinator, and the Head of Programme will be notified of the incident via ManageBac, QuickSchool, or Edupage.
- Formative or summative work will be awarded zero without a re-submission option.
- A meeting will be held by the Senior Leadership Team to discuss the incident.
- The homeroom teacher will arrange a meeting with parents, the Head of Programme, and/or the Director to discuss potential consequences, including internal or external suspension.
- The incident will be recorded in the weekly analysis document and shared with the Programme Coordinator.

External Sanctions

External sanctions are applied by external organisations, such as the IB or College Board, for work subject to external moderation or assessment.

- In cases of academic misconduct, external bodies may impose penalties, including the invalidation of grades, disqualification from assessments, or other formal actions.
- Specific details regarding MYP e-assessment sanctions will be shared when students are registered for external assessments.

Academic Integrity in External Examinations

The European School is committed to maintaining the highest standards of academic integrity during external examinations. To support this commitment, the following procedures are implemented:

Teacher Preparation:

- All teachers involved in external examinations will receive a summary of the arrangements for written examinations.
- A preparatory meeting will be held with the teachers concerned to review and discuss the key points of the examination regulations.

Exam Room Arrangements:

- During examinations, a full copy of the written examination arrangements will be available in the exam room for reference.
- Copies of the Conduct of the Examinations notice, and a list of prohibited items will be displayed prominently outside the examination room to ensure clarity for all students.

Policy Revision

The European School implements and regularly reviews its Academic Integrity Policy to ensure alignment with the school's philosophy and compliance with current regulations. The policy is

evaluated and updated annually by the leadership team committee to support the implementation and ongoing development of academic programmes.

Revisions to the policy are conducted per IB and College Board-mandated policies to ensure cohesiveness and consistency in philosophy and practice.

Evaluation Process

The effectiveness of the Academic Integrity Policy is assessed using data collected and analysed through the following methods:

- Community Surveys: Regular surveys are conducted each semester, gathering feedback from parents, teachers, and students to evaluate understanding and implementation of the policy.
- Integrity Tracker Data: Weekly and monthly data from the Academic Integrity Tracker is analysed to identify trends and areas requiring improvement.

Works Cited

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