



# **Academic Integrity Policy**

**Oakleaf School**

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## Purpose of the Document

This document outlines Oakleaf School philosophy, focusing on the academic integrity in the Diploma Programme. The purpose of this policy is to articulate the values and expectations surrounding academic integrity at Oakleaf School, aligned with the IB philosophy. Academic integrity is essential to upholding fairness, transparency, and trust in our school community and ensuring that students take ownership of their learning journey.

## Scope

To ensure the alignment with the needs of the school community the given document will be regularly reviewed by

- DP Coordinator
- EE Coordinator
- Librarian

The policy outlined is directly applicable to:

- Students
- Teachers
- Members of staff

This document outlines our approach, regarding academic integrity in the DP programme.

## IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# School mission, vision, objectives and values

## School Mission

The mission of the school is to nurture free individuals who are equipped with fundamental knowledge and grounded in shared human values. Through engaging in intercultural dialogue, they will develop an appreciation for their own identity and culture, while recognising their place in the world.

## School Vision

By 2028, Oakleaf School Ltd. will be a nationally recognized general education hub providing a high standard of education to secondary school students.

## School Objectives

- To create a student-oriented educational environment based on the modern achievements of education, in which: students become free individuals, bearers of national and social values. They get the necessary knowledge and develop mental and physical skills;
- To help students to develop a healthy lifestyle;
- To form students' civic awareness based on liberal and democratic values;
- To help students to understand their rights and duties before the family, society and the state;
- The school is focused on helping students in career planning, selecting universities and vocational institutions, and helping students to receive co-financing in various universities around the world based on their abilities.

## School Values

**Focus on continuous development:** Care for the professional development of teachers and promotion of access to innovations in general education system;

**Teamwork:** It is a priority for the school that all interested parties (administration, students, teachers, parents) are involved in the planning/management/evaluation of school's activities and they have a common shared vision of the school's development, which will be focused on the mission and objectives of the school;

**Transparency:** Regarding to all the processes taking place in the school, the school is open and its transparency is reflected in the relevant rules and procedures, as well as in the information media platforms (website, social network);

**Equality and equal opportunities:** The school is focused on developing an educational space where each member of the school community feels like a full-fledged representative of society, protected and safe regardless of their race, skin color, gender, origin, ethnic affiliation, language, religion, political or other views, social affiliation, property or rank status and etc. Each member of the school community will be given the opportunity to develop and realize themselves as much as possible;

**Cooperation with external actors:** Oakleaf school is open to cooperation with all interested parties. The school is focused on developing mutually beneficial relations, both in Georgia and abroad. The school has signed an agreement with Education Pathways Group Ltd, and has the right to implement the International Foundation Programme – IFG in the territory of Georgia, which offers a successful future for the graduates of the school in the academic direction, offers professional assistance and various opportunities;

**Focus on quality:** The school is focused on the continuous monitoring/evaluation of its own activities, learning/teaching process and striving for improvement.

## Academic Integrity Philosophy at Oakleaf School

At Oakleaf School, we believe that learning with integrity builds character and shapes responsible global citizens. Academic honesty is not just a rule - it's a core value that defines who we are as a school community and how we engage with knowledge.

As part of our commitment to the principles of the International Baccalaureate, we actively promote a culture where honesty, respect, and responsibility are central to all academic work. We expect students to submit work that genuinely reflects their own understanding and to credit the ideas and efforts of others appropriately.

We understand that learning to work ethically is a process. That's why we teach students how to research properly, cite sources, and avoid dishonest practices like plagiarism, collusion, or cheating. These expectations apply not only in formal assessments but in everyday classwork and interactions.

At Oakleaf School, academic dishonesty includes, but is not limited to:

- Presenting someone else's work as your own (plagiarism)
- Working with others without permission (collusion)
- Using unauthorized materials in assessments
- Altering data or fabricating results
- Misusing digital tools, including AI, to complete tasks
- Forging signatures or falsifying records

When academic integrity is compromised, it affects trust and fairness in the learning environment. That's why we take violations seriously and follow a clear, consistent process to address them.

By upholding the principles of academic honesty, we empower our students to take ownership of their learning, value original thinking, and prepare for success beyond the classroom.

# Definitions and Examples of Academic Dishonesty

At Oakleaf School, we are guided by the IB Learner Profile, which describes students as *principled*, meaning they act with integrity and honesty, demonstrate fairness and justice, and show respect for the dignity and rights of others. Upholding these values is essential to maintaining a fair, respectful, and trustworthy learning environment.

All students at Oakleaf School are expected to complete their work ethically and independently. Academic integrity ensures that each student has an equal opportunity to demonstrate their knowledge, understanding, and skills during their learning journey.

**Academic misconduct** refers to any behavior that results in, or may result in, a student, or another student, gaining an unfair advantage in one or more assessment components. This includes acts of **malpractice** such as plagiarism, collusion, and duplication of work.

**Intellectual property** refers to creations of the mind - such as inventions, artistic and literary works, designs, and symbols or names - often protected by copyright or law. Students must respect all forms of intellectual and creative expression, whether from published authors, artists, classmates, or digital sources.

While it is not possible to list every form of academic dishonesty, any action that breaches the standards of academic integrity will be taken seriously. Violations will be reported to the IB Diploma Programme Coordinator and addressed through appropriate academic consequences, in alignment with Oakleaf School's values and IB expectations.

## Key Types of Academic Misconduct

Breaches of academic integrity compromise the fairness of assessment, the reliability of academic outcomes, and the values we uphold. Below are key types of academic misconduct recognized by Oakleaf School:

### 1. Cheating

Cheating refers to the use of dishonest or unauthorized methods to gain an unfair advantage during assessments. Examples include:

- Copying answers from another student's paper.
- Exchanging information or signals during an exam or test.
- Using unauthorized materials (notes, books, devices, calculators) during an assessment.
- Accessing or sharing test content or answer keys before or after an assessment.
- Completing work or an exam on behalf of another student.

### 2. Plagiarism

Plagiarism occurs when a student presents another person's ideas, words, or work as their own without appropriate acknowledgment. This includes:

- Copying and pasting text from websites or documents without citation.
- Using paraphrased content without giving credit.

- Submitting work that is wholly or partially produced by someone else, including artificial intelligence tools, without clear attribution.

### **3. Collusion**

Collusion involves unauthorized collaboration or allowing one's work to be used by another.

Examples include:

- Letting a peer copy your assignment or project.
- Submitting jointly completed work as independent work (when not permitted).
- Completing work on behalf of another student or having someone else complete your work.

### **4. Academic Misconduct**

Academic misconduct refers to a broad range of behaviors that undermine the integrity of assessment. Examples include:

- Fabricating data or results for assignments or research.
- Disrupting an exam environment through distracting or inappropriate behavior.
- Bringing prohibited materials (such as mobile phones or electronic translators) into an exam room.
- Failing to follow exam invigilator instructions.
- Sharing exam content with others inside or outside the school within 24 hours of the exam.
- Impersonating another candidate.

#### **Additional Examples of Academic Dishonesty at Oakleaf School:**

- Receiving inappropriate assistance from a parent, tutor, or online service for assessed work.
- Inventing or altering Creativity, Activity, Service (CAS) records.
- Using online translation tools or the help of a native speaker to produce language work intended to reflect the student's own skills.
- Relying on mark schemes to rehearse responses for mock exams.
- Using unreferenced images, graphics, or media in presentations or coursework.
- Copying calculator programs or data for use during exams.
- Replicating another student's work without permission.

At Oakleaf School, all incidents of academic misconduct are taken seriously and handled in accordance with the IB's guidelines and our internal procedures. Our goal is not only to maintain fairness, but to guide students toward ethical academic practices that prepare them for success beyond school.

## Procedures and Sanctions for Academic Misconduct:

| Level            | Description of Misconduct                                                         | Examples                                                                                                                                                                                                                     | Sanction                                                                                                                                                                                                                                                                  |
|------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Penalty 1</b> | First-time, minor offenses; usually unintentional or due to lack of understanding | <ul style="list-style-type: none"> <li>Improper or missing citations</li> <li>Minimal plagiarism in homework or classwork</li> <li>Unauthorized collaboration on non-assessed tasks</li> </ul>                               | Educational consequence: <ul style="list-style-type: none"> <li>Student meets with teacher</li> <li>Redo the work with guidance</li> <li>Parent informed</li> </ul>                                                                                                       |
| <b>Penalty 2</b> | Moderate or repeated misconduct on formative or summative assessments             | <ul style="list-style-type: none"> <li>Copying a peer's assignment</li> <li>Using online translator for language assignment</li> <li>Receiving undue assistance on internal assessment</li> </ul>                            | Formal consequence: <ul style="list-style-type: none"> <li>Work receives a zero or "Not accepted"</li> <li>Student must attend academic honesty session</li> <li>Parent meeting required</li> </ul>                                                                       |
| <b>Penalty 3</b> | Serious violation of academic integrity on major assessments or repeated offenses | <ul style="list-style-type: none"> <li>Plagiarizing an IA or EE draft</li> <li>Collusion during major assessment</li> <li>Using unauthorized material in an exam</li> </ul>                                                  | Serious academic consequence: <ul style="list-style-type: none"> <li>Work receives a zero</li> <li>Removal of submission opportunity (depending on assessment rules)</li> <li>Warning letter issued</li> <li>Meeting with IB DP Coordinator and Head of School</li> </ul> |
| <b>Penalty 4</b> | Severe or repeated violations; deliberate misconduct in assessments               | <ul style="list-style-type: none"> <li>Submitting a plagiarized final IA, EE, TOK Essay</li> <li>Exam misconduct (e.g. cheating during IB exam)</li> <li>Impersonation or data fabrication in assessed coursework</li> </ul> | Maximum consequence: <ul style="list-style-type: none"> <li>Non-submission of work to IB</li> <li>No grade awarded for the subject</li> <li>Risk of failing IB Diploma</li> <li>IB informed immediately</li> </ul>                                                        |

### Procedures for Investigating Misconduct

- Initial Investigation: The teacher identifies potential misconduct and gathers evidence.
- Notification: The teacher informs the IB DP Coordinator.
- Meeting: The student, teacher, and coordinator meet to discuss findings.
- Documentation: A written report is filed.
- Action: Based on severity, consequences are implemented.

# Ensuring Academic Integrity

## Teaching and Learning of Academic Integrity

Academic integrity is taught through:

- A dedicated session during the student orientation.
- Workshops in Grades 10 and 11 on proper citation (APA), paraphrasing, and ethical research.
- Integration into TOK and Extended Essay sessions.
- Formative tasks that encourage students to reflect on their learning and sources.

Teachers use strategies such as scaffolding, drafting, and feedback to support original work.

To promote a culture of integrity, Oakleaf School follows these guiding strategies:

- Each student will receive a version of the academic integrity policy.
- Citing sources: Students are taught to acknowledge all ideas, text, or media that are not their own. This includes digital, printed, and verbal sources. Both in-text citations and a Works Cited page are required for written work.
- Support systems: Students are encouraged to seek assistance from their subject teachers, the IB DP Coordinator, or the school librarian when unsure about referencing or collaboration boundaries.
- Clear collaboration rules: Teachers will clarify when tasks are to be completed independently or collaboratively, outlining what constitutes legitimate cooperation.
- Assessment conditions: During tests or assessments, teachers will remind students that use or possession of unauthorized materials (including phones, smartwatches, or notes) is a breach of this policy. Secure collection points for devices will be provided in the classroom.
- Preventive focus: Rather than adopting a purely punitive approach, we believe in educating students on the value of honesty and guiding them through the steps of responsible scholarship.
- At Oakleaf School, we use StrikePlagiarism as a digital tool for submitting and reviewing written work completed outside the classroom. StrikePlagiarism helps ensure academic integrity by comparing student submissions against a vast database of academic sources, online publications, and previous submissions.

## Support and Training

- Students: Regular workshops, guidance on referencing, and access to citation tools.
- Teachers: Annual professional development on IB standards for integrity.
- Parents: Information sessions and guides on supporting integrity at home.

# Monitoring Academic Integrity

At Oakleaf School, monitoring of academic integrity is a proactive and ongoing process that involves teachers, the DP Coordinator, and the librarian. The following measures ensure that academic honesty is consistently upheld across all subjects and assessment components:

## 1. Regular Use of StrikePlagiarism

- All major written assignments, including Internal Assessments, Extended Essay drafts, and TOK essays, must be submitted through StrikePlagiarism.
- Teachers review originality reports and provide feedback to students, guiding them to correct citation or paraphrasing errors.

## 2. Drafting and Feedback Stages

- Teachers require students to submit work in progressive stages (outlines, drafts, final versions).
- This staged approach allows teachers to monitor the development of ideas and detect inconsistencies between a student's draft and final submission.

## 3. Classroom Monitoring

- During timed assessments, teachers and invigilators ensure that only authorized materials are used.
- Secure collection points for electronic devices (phones, smartwatches, etc.) are enforced.

## 4. Cross-checking Student Work

- Teachers compare student assignments with prior work to identify discrepancies in writing style, level, or originality.
- Suspected cases of misconduct are reported to the DP Coordinator for review.

## 5. Teacher Collaboration

- Subject teachers, the EE supervisor, and the librarian collaborate to verify that students are applying proper referencing conventions consistently across subjects.
- Regular moderation meetings are used to identify patterns of misconduct and share strategies for prevention.

## 6. Student Accountability

- Students must sign an "Academic Integrity Statement" when submitting each formal assessment, declaring that the work is their own and properly cited.

## 7. Record Keeping and Follow-up

- Any suspected misconduct is documented and tracked by the DP Coordinator.
- Records help monitor repeat offenses and ensure consistency in applying sanctions.

By embedding these processes into teaching and assessment, Oakleaf School ensures that academic integrity is not only taught but actively monitored in alignment with IB expectations.

# Roles and Responsibilities

## IB Diploma Programme Coordinator

The IB DP Coordinator at Oakleaf School ensures the consistent application of the academic integrity policy across all programmes and holds a leadership role in fostering a culture of honesty. Responsibilities include:

- Developing, reviewing, and communicating the school's Academic Integrity Policy to the whole community.
- Ensuring students, teachers, and legal guardians understand the expectations related to academic honesty and IB regulations.
- Organizing regular information sessions on academic honesty.
- Establishing and sharing internal deadlines for assessments and official submissions.
- Ensuring exam invigilators and students are informed of examination rules and IB procedures.
- Offering support and guidance to students suspected of misconduct.
- Reporting any academic misconduct or school maladministration to school leadership and, where necessary, the IB.
- Supervising the investigation of any suspected academic dishonesty in accordance with school and IB procedures.
- Guaranteeing the secure storage of all confidential assessment materials.
- Ensure that all students understand the importance of academic integrity and the correct use of StrikePlagiarism for submitting work. This includes providing guidance on proper citation practices and supporting teachers in promoting ethical academic conduct.
- Oversee the consistent use of StrikePlagiarism reports across subjects and follow up on any flagged issues.
- Maintain a central record of all suspected cases of academic misconduct and their outcomes, ensuring consistency in sanctions.
- Convene review meetings with teachers after submission cycles (IA, EE, TOK) to evaluate the effectiveness of monitoring procedures.

## Librarian

The school librarian supports the development of research literacy and ethical scholarship by:

- Teaching students how to access and evaluate sources effectively.
- Assisting in the delivery of research and citation skills across the curriculum.
- Providing access to up-to-date research tools, materials, and databases.
- Guiding students in proper referencing, citation, and academic writing practices.
- Support teachers in monitoring proper use of citation tools and referencing databases.
- Conduct periodic spot checks of bibliographies and works cited pages to ensure accurate and ethical referencing.

## Teachers

Teachers are central to building a learning environment rooted in trust and ethical practices. They are expected to:

- Explicitly teach academic honesty, referencing, and discipline-specific expectations.
- Design tasks that promote independent thought and originality.
- Offer regular, constructive feedback to help students develop a sense of authorship.
- Clearly define whether tasks should be completed individually or collaboratively.
- Monitor assessments and classwork to ensure proper exam and submission conditions.
- Report any suspected academic misconduct promptly to the DP Coordinator or administration.
- Teachers are responsible for using StrikePlagiarism to verify the originality of student work and provide constructive feedback on citation and referencing. They should guide students in understanding and avoiding plagiarism while fostering a culture of academic honesty.
- Monitor the progression of student work through staged submissions (drafts, outlines, final versions) to ensure authenticity.
- Compare student work with prior submissions to identify sudden discrepancies in style, structure, or ability.
- Keep records of academic integrity concerns and share them with the DP Coordinator for follow-up.

## Students

Students are responsible for upholding the values of integrity and must:

- Submit only work that is authentically their own, acknowledging all sources used.
- Use correct referencing formats (e.g., APA) as instructed by teachers.
- Meet deadlines and manage time effectively to reduce pressure and avoid misconduct.
- Maintain integrity when working on group tasks and assessments.
- Cooperate honestly in any investigations, providing evidence of their work if requested.
- Submit all major written tasks (IA, EE, TOK Essay) through StrikePlagiarism and review their own originality reports before final submission.
- Sign an Academic Integrity Statement with each major submission, confirming authenticity and proper citation.

## Parents and Legal Guardians

Families are key partners in supporting academic integrity at home and are encouraged to:

- Discuss learning, research, and responsibility regularly with their children.
- Monitor and guide the use of private tutors or supplementary services to ensure alignment with the school's values.
- Sign the Academic Integrity Agreement at the beginning of the academic year.
- Encourage honesty and discourage shortcuts that may compromise student development.
- Acknowledge monitoring procedures (StrikePlagiarism use, staged drafts, declaration of authenticity) and support the school in reinforcing these expectations at home.

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