

--	--	--

**«ZAMAN» ELITE KAZAKH SCHOOL**



## **Academic Integrity Policy**

Pedagogical council approval                      3 November 2023

Effective date    3 November 2023

--	--	--

"Elite Kazakh school "ZAMAN" is a Candidate School\* for the International Baccalaureate Primary Years Program, Middle Years Program and Diploma Program. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that "Elite Kazakh school "ZAMAN" believes is important for our students.

\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).

## School mission

**To foster globally competitive citizens grounded in national values, driven by curiosity and dedicated to serving society.**

## School phylosophy

**Every child represents a new era through creation, creativity, and leadership.**

## School vision

**A unique Kazakh school that invites students to answer 3 main questions related to history, culture and language: What kind of person am I in my society at the moment? What is my view of the world and people? How can I express my thoughts and feelings?**

## School values

- 1. Sincerity**
- 2. Attention**
- 3. Care**
- 4. Critical thinking**
- 5. Overcoming challenges**

## IB Learner Profiles

- 1. Inquirer**
- 2. Caring**
- 3. Reflective**
- 4. Thinker**
- 5. Open-minded**
- 6. Risk-taker**
- 7. Knowledgeble**

- 8. Balanced**  
**9. Communicator**  
**10. Reflective**

## TABLE OF CONTENTS

Purpose of the document	3
Definition of academic integrity	3
Principles of academic integrity	3
Rights and obligations of members of the school community	4
Types of violations	5
Procedure for taking measures in case of violation of the rules	8
APA Style - citing and acknowledging original authorship	9
Plagiarism detection	10
Ethical use of Artificial Intelligence	10
Resources	11
Appendix	12

## Purpose of the document

The Academic Integrity Policy of Elite Kazakh School "Zaman" aims to establish and uphold a just and ethical educational environment conducive to the holistic development of students, where they cultivate their knowledge and skills through sincere and principled efforts.

The school's academic integrity policy is closely aligned with the International Baccalaureate (IB) learner profile, particularly the trait of being principled. According to the IB learner profile, principled individuals act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individuals and groups. They take responsibility for their actions and their consequences. Being principled means students are expected to produce original work and give proper credit to the ideas and work of others. This includes avoiding plagiarism and acknowledging sources correctly. By properly citing sources, students show respect for the intellectual property and contributions of others. By taking responsibility students must take responsibility for their use of AI tools in their academic work by disclosing it transparently. Students are accountable for their actions, and any violations of academic integrity will be addressed through our established procedures.

This document was developed by teachers, teaching assistants and administrative representatives of "Zaman" school in the 2023-2024 academic year. Later, this policy was reviewed by primary and high school principals and approved by the intra-school pedagogical council. In August 2024, this document will be presented to new school staff, students and their parents, and other members of the school community. The policy will be reviewed as necessary, but at least once a year, at the beginning of each new school year.

Zaman School has candidate status of the International Baccalaureate (IB) and implements the IB program, namely the Pre-School and Primary School Program (PYP), Middle School (MYP), and Senior School (DP) programs. This means that the school's academic integrity policy was developed in accordance with the standards of the IB programme.

The programme aims to develop IB Learner profiles and ATL skills in students. All stakeholders of the school are responsible for developing the IB Learner profiles and ATL skills in students.

## Definition of academic integrity

Academic integrity entails the completion of assignments, projects, research, examinations, and other academic requisites through the authentic efforts of students, without resorting to plagiarism, replication, or the misuse of information. It also encompasses honesty in examination conduct and the fulfillment of other assessment tasks.

## Principles of academic integrity

1. The principles of academic integrity foster the personal integrity and accountability of students in their educational pursuits:

- 1) Conscientiousness: Students are expected to engage in their academic endeavors honestly and ethically.

- 2) Recognition of Intellectual Property: Students must acknowledge the rights of authors and their heirs, honoring intellectual property and copyright.
- 3) Openness: A culture of openness, mutual trust, and transparent exchange of information and ideas between students, teachers, and equivalents is encouraged.
- 4) Respect for Student Rights and Freedoms: Students have the right to express their opinions and ideas freely.
- 5) Equality: Every student bears equal responsibility for adhering to these regulations and consequences of their breach.

2. According to the student profile model, students should embody receptiveness, as delineated in the International Baccalaureate Academic Integrity Policy (published October 2019), emphasizing fairness and justice in their academic work, demonstrating an ability to acknowledge the contributions of others. These regulations are imperative to be introduced early to forestall violations and facilitate remediation. A thorough understanding can be fostered through dedicated examination of this issue, adherence to the student profile model, and continual practice.

3. It is imperative for students to discern the distinction between cooperation and collusion. Cooperation entails transparent collaboration among students, disallowing the replication of identical information and one student's assessment by another. Collaborative efforts where students exchange information, ideas, and strategies are typically lauded, such as in laboratory work. However, unless explicitly permitted by the teacher or specified in the lesson plan, individual work is expected. Any work submitted jointly by two or more students should be explicitly authorized.

### **Rights and obligations of members of the school community**

#### 1. Rights of students:

- 1) Access to the Academic Integrity Policy document.
- 2) Freedom to express opinions during the educational process.
- 3) Right to defend against unjust accusations and evidence of policy violation.

#### 2. Obligations of Students:

- 1) Familiarization with the Academic Integrity Policy and comprehension of its repercussions for violation.
- 2) Adherence to academic integrity in both assessed and non-assessed tasks.
- 3) Appropriate citation of ideas, texts, images, and other materials in approved formats and compliance with formalization guidelines.
- 4) Inclusion of a bibliography in evaluated works.
- 5) Utilization of credible information sources.
- 6) Non-disclosure of graded work to fellow students.
- 7) Restriction from employing completed work in other subjects or components.
- 8) Maintenance of secure access to evaluated works by employing robust passwords for email and registration records.

#### 4. Rights and Duties of Parents/Legal Representatives:

- 1) Familiarization with the Academic Integrity Policy and understanding the consequences of its breach.
- 2) Facilitation of students' adherence to academic integrity principles through regular discussions highlighting its significance.
- 3) Rights of Teaching Staff and Equivalents:
- 4) Collection of physical evidence pertinent to policy violations from students (e.g., sheets, notebooks, electronic devices) and submission to the administration for further investigation.

#### 5. Duties of Teaching Staff and Equivalents:

- 1) Dissemination of information among the parent community.
- 2) Instruction and assistance to students in locating reliable information sources.
- 3) Guidance on compiling reference lists and citations in prescribed academic styles.
- 4) Instruction on formalizing project works in various formats, crediting all contributors.
- 5) Facilitation of students' freedom of expression during the educational process.
- 6) Conduct of preparatory discussions with students on maintaining academic integrity before assessed tasks.
- 7) Prevention of potential policy breaches.
- 8) Recognition and reporting of policy violations to the school administration and parents/legal representatives.
- 9) Monitoring of academic integrity implementation in students' work through subject-specific methodologies and tools like Turnitin.
- 10) Notification of policy breaches to the school administration and parents/legal representatives in writing.
- 11) The school administration reserves the right to retain all physical evidence related to policy violations.

#### 6. School Administration Responsibilities:

- 1) Coordination of educational outreach efforts by teaching staff and equivalents to parents and legal representatives.
- 2) Management of sanctioned activities in instances of policy violation by students.
- 3) Oversight of students' adherence to academic integrity principles.

### **Types of violations**

1. Plagiarism: Presenting others' ideas, works, materials, or information from external sources, either in part or in full, without appropriate attribution.
1. Collusion: Intentionally or unintentionally aiding another student in violating academic integrity rules, such as allowing them to copy from one's own graded work or presenting others' work as one's own.
2. Resubmission: Submitting the same work for multiple assessments or to fulfill different International Baccalaureate Diploma Program requirements.

3. Falsification:

- Manipulating grades, data, or graded works, or providing false excuses for failure to complete assessments.
- coloring the results of evaluation of grades, task answers;
- Deliberately spoiling or falsifying the results of measurement and survey control, data from surveys and other methods during research, evaluated work of another student;

4. Misleading: Deceiving teachers regarding the originality of submitted work.

5. Unethical Conduct: Engaging in any act that confers an unfair advantage or compromises another student's performance.

6. Fraud:

- copying graded work from other students;
- re-showing and conducting the graded work;
- false excuse in case of failure to perform the evaluated work, failure to perform it on time;
- performance of an assessed work by two or more students, where group work is not considered;
- consciously help other students;
- allow him to copy from his evaluated work;
- presenting the valued work of others as one's own;
- resubmission – submission of the same work for different assessment components or to fulfil the requirements of the International Baccalaureate Diploma Program core;
- Deliberately misleading the teacher by students regarding the originality of the performed work;

7. Obtaining answers to graded papers unfairly:

- providing answers during the performance of summative assessment works;
- student, teacher, or
- obtaining answers with the help of a person equal to the teacher;
- to show graded work as individual work
- acquisition and other access;
- sell or assist in the sale/purchase of works to be evaluated;

8. Illegal use of information and devices:

- use of information prohibited on the basis of the approved normative act during evaluation of paper, electronic, digital, technical devices;
- e-mail, computer, etc. any answers related to the work being evaluated. copy by way;
- copying the information related to the work to be evaluated by the teaching staff from the computer, taking it out of the office using paper or electronic media.
- use of information prohibited on the basis of the approved normative act during evaluation of paper, electronic, digital, technical devices;
- e-mail, computer, etc. any answers related to the work being evaluated. copy by way; copying the teacher's information related to graded work from the computer, taking it out of the classroom using paper or electronic media. buying graded work to show it as personal work and accessing it in other ways, selling or helping to sell/buy graded work in its finished state;



- receiving or disclosing information about graded exam materials before submission of work / disclosing information about the content of exam materials through any form of communication / media within 24 hours after passing the exam or obtaining information from other concurrent classes.
9. Violations of academic integrity:
- entering inappropriate material into any of the evaluated works or violating the rules of ethical norms during the conduct of research;
  - any other act that gives a student an unfair advantage that affects the student's performance.

The list of academic integrity violations is not exhaustive and may be expanded as necessary. Any conduct providing undue advantage or affecting another student's performance is considered a breach.

## Procedure for taking measures in case of violation of the rules

### 1. Detection of Violations:

Instances of breaches to academic integrity are identified during both formative and summative assessments.

2. Plagiarism or collusion discovered in formative assessments prompts the subject teacher to document the violation according to the established model in Appendix No. 1 and convene a meeting with the involved students. Subsequently, the infringement report and student's work, accompanied by evidence, are submitted to the designated curator.

- 1) In cases of recurrent violations, the subject teacher prepares a violation report following the approved template and arranges a meeting involving the students' parents or legal representatives. Copies of the violation report and the respective student works are then presented to the homeroom teacher.
- 2) Each colluding student receives a zero grade without the opportunity for resubmission.
- 3) Upon repeated or persistent violations, the subject teacher issues a certificate of rule infringement in the prescribed format. Alongside corroborating evidence, the violation report and copies of the student's works are transferred to the curator, who informs the student's parents or legal representative in writing. Subsequently, all pertinent documents are submitted to the Disciplinary Committee, comprised of subject teachers and school administration members elected for a one-year term.

In cases of plagiarism, students are granted the opportunity to revise their work within a reasonable timeframe. However, the revised work must be entirely original; otherwise, it will be deemed invalid.

3. If cheating is detected during formative assessments, the curator receives copies of the violation report and the implicated student's works, along with supporting evidence. Repeated violations follow a similar process, leading to notification of parents/legal representatives and submission to the Disciplinary Committee.

Any cheating instances result in the invalidation of the test or assignment without the option for resubmission.

4. For formative assessments encompassing student academic achievements, grades, data falsification, unfair acquisition of answers, or illicit use of data and devices:

- 1) The subject teacher documents the violation according to the provided model and engages in a discussion with the student and their parents/legal representatives regarding the breach of academic integrity. Subsequently, the violation report and copies of the student's works, supported by evidence, are provided to the curator for further action. The curator communicates the violation to the student's parents/legal representative in writing and forwards all relevant documentation to the Disciplinary Committee.
- 2) In instances of falsification, unfair practices, or illegal use of information or devices, the student's work is nullified without the opportunity for resubmission.

- 3) Should violations of academic integrity be identified in final assessments, including those within the International Baccalaureate Diploma Program and Basic School Program evaluations:
- 4) A certificate of rule violation is prepared by the subject teacher or designated examiner as per the established format. Alongside corroborating evidence, the violation report and copies of the student's works are submitted to the curator for dissemination to the student's parents/legal representative and further referral to the Disciplinary Committee.

Any breaches of academic integrity result in the invalidation of the student's work without the option for resubmission.

5. During the final evaluation of International Baccalaureate Diploma Program and Basic School Program assessments:

- 1) Students found to have plagiarized forfeit the opportunity for correction; instead, they lose the right to receive a grade for that segment, in compliance with International Baccalaureate regulations.
- 2) The International Baccalaureate Organization reserves the right to conduct investigations in the event of suspected breaches, which may lead to score revocation or exam disqualification.
- 3) Candidates failing to receive a score in a subject included in their Diploma or certificate are ineligible for the respective qualification.
- 4) In cases of substantiated violations, the International Baccalaureate Organization may revoke subject scores, resulting in the withdrawal of the International Baccalaureate Diploma.

6. Should instances of plagiarism, cheating, or data falsification emerge during the assessment of student academic achievements, the subject teacher, curator, or parents/legal representatives engage in a dialogue with the student to address the matter.

### **APA Style - citing and acknowledging original authorship**

Proper citation and acknowledgment of original authorship are critical to maintaining academic integrity. The school uses the APA formatting style for citing and acknowledging original authorship. Below are the examples of in text citations and reference citations for different resources.

#### **1. In-text citations:**

- **Direct quote:** When quoting directly from a source, include the author's last name, year of publication, and the page number.

Example: "The quick brown fox jumps over the lazy dog" (Smith, 2020, p. 15).

- **Paraphrasing:** When paraphrasing or summarizing, include the author's last name and year of publication.

Example: According to Smith (2020), the quick brown fox jumps over the lazy dog.

#### **2. Reference list:**

--	--	--

- **Books:** Include the author's last name, first initial, year of publication, title of the book in italics, and publisher.

Example: Smith, J. (2020). *The quick brown fox*. Quick Brown Publishing.

- **Journal articles:** Include the author's last name, first initial, year of publication, title of the article, title of the journal in italics, volume number in italics, and page numbers.

Example: Smith, J. (2020). The quick brown fox jumps. *Journal of Fox Studies*, 15(3), 45-67.

- **Websites:** Include the author's last name, first initial, year of publication, title of the webpage, and URL.

Example: Smith, J. (2020). The quick brown fox jumps over the lazy dog. Retrieved from <https://www.quickbrownfox.com>

### 3. **Acknowledgment of sources:**

- When discussing ideas or findings from other authors, always provide appropriate credit in both in-text citations and the reference list.
- Ensure that direct quotes are enclosed in quotation marks and accompanied by a citation with the page number.
- Paraphrased ideas should still be cited appropriately to acknowledge the original author's contribution.

For more information about APA formatting style, visit the following website

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **Plagiarism Detection**

To uphold academic standards, the school employs electronic software tool Grammarly designed to detect plagiarism. This tool helps identify unoriginal content in student submissions and ensure that all work is properly cited and credited. It compares text against web pages and academic papers to identify potential plagiarism.

## **Ethical use of Artificial Intelligence**

Artificial intelligence (AI) has become an integral part of the educational landscape, offering both opportunities and challenges. To ensure the ethical use of AI in academic work, we have established the following guidelines:

### 1. **Permissible use:**

- **Learning support:** AI tools such as tutoring systems, language translation apps, and study aids are allowed to assist students in their learning process.

--	--	--

- **Research assistance:** AI can be used to help with literature reviews, data analysis, and other research-related tasks, provided that the work remains the student's own.
- 2. **Prohibited use:**
  - **Assignment completion:** Students are prohibited from using AI tools to complete assignments, exams, or any other academic tasks intended to be done independently.
  - **Fabrication of data:** Using AI to generate false data or research findings is strictly forbidden.
- 3. **Transparency and Disclosure:**
  - **Acknowledgment:** Any use of AI in research or assignments must be clearly acknowledged. Students should disclose the use of AI tools in a dedicated section of their work.
  - **Instructor Approval:** For certain projects or assignments, students may be required to seek prior approval from their instructors before using AI tools. However, in this case, students should cite and refer to the information received from the AI based on the APA formatting style. For example, if the source is ChatGPT, the intex citation can be (OpenAI, 2024) or “OpenAI (2023)” and the reference list should be “OpenAI. (2024). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>”
- 4. **Procedures:**
  - **Monitoring:** Instructors may use AI detection tools to identify unauthorized AI-generated content in student submissions.
  - **Consequences:** Violations of the AI use policy will be handled in accordance with the school's academic integrity procedures. This may include penalties such as grade reductions, redoing the assignment, or other disciplinary actions.
  -

### Resources

The current policy was prepared on the base of “Academic Integrity Policy” document of the IB programme [https://resources.ibo.org/ib/topic/Academic-honesty/works/edu\\_11162-58121?lang=en](https://resources.ibo.org/ib/topic/Academic-honesty/works/edu_11162-58121?lang=en). The other important documents of IB on academic integrity are also used while preparing this policy. For example, “Programme standards and practices” [https://resources.ibo.org/ib/psp/Standards-and-Practices/works/edu\\_11162-51685?lang=en](https://resources.ibo.org/ib/psp/Standards-and-Practices/works/edu_11162-51685?lang=en).

**Appendix #1****ACADEMIC INTEGRITY VIOLATIONS ACT**

Name of the teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Phone: \_\_\_\_\_

Type of work: \_\_\_\_\_

E-mail: \_\_\_\_\_

Name of the student: \_\_\_\_\_

Class: \_\_\_\_\_

Description of the violation (time, place) (if necessary, you can add an additional page):

---

---

---

Signature and date of the subject teacher or person authorized to participate in the exam/work (underline as necessary)

---

--	--	--

**Student's signature and date**

---

**I got acquainted with the act:**

**signature of parents or legal guardian**

--	--	--