



KIS Vision - TO BE A CARING, IMPACTFUL COMMUNITY THAT EXCELS IN LEARNING AND IN LIFE.

KIS Mission - THE **KIS** COMMUNITY NURTURES A GROWTH MINDSET THROUGH A HOLISTIC EDUCATION THAT CONNECTS CULTURES

Academic Integrity Policy

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1. Philosophy

Academic integrity is a guiding principle at KIS, and students have a choice to act in a responsible way whereby others can have trust in them as individuals. Academic Integrity is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work. Malpractice will not be tolerated and students will be supported to develop academic integrity. All teachers will strictly enforce this policy and relate the academic honesty policy to parents.

KIS attempts to foster an ethical culture, where all students understand:

- Their responsibility for producing authentic and genuine individual and group work
- How to correctly attribute sources, acknowledging the work and ideas of others
- The responsible use of information technology and social media
- How to observe and adhere to ethical and honest practice during examinations.

All the IB Learner Profile Attributes guide our expectations and practices in relation to academic honesty, and the following two are particularly relevant to this policy:

- **Principled:** Learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Reflective:** Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

2. Acknowledging Sources

The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of work, and/or in a bibliography at the end, each and every piece of material used in the production of work. All ideas and work of other persons, regardless of their source, must be acknowledged.

While Kazakhstan International School recognises that there are various methods of citing sources, KIS has chosen to use the Modern Language Association 9th edition (MLA). Citing and referencing skills are taught at a level appropriate to the age of the students. Such skills are incorporated into the curriculum at relevant opportunities.

3. Definitions of Key Terms

Students who do not follow the tenets of academic integrity may have committed academic misconduct. This is 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.

KIS adheres to the IB's definitions of infringements of academic misconduct, unless otherwise noted. The following key terms are taught to all students:

- **Academic integrity:** Values and behaviours which support and promote the ethical production of academic work.
- **Plagiarism:** "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit" (National Academy).
- **Facilitating plagiarism:** Students facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills.
- **Collusion:** Using a common write-up for a group rather than writing a unique response. Copying or allowing someone to copy work.
- **Duplication of work:** Presentation of the same work for different assessment components or subjects.
- **Malpractice/academic dishonesty:** Any action (including plagiarism, exam misconduct, collusion...etc.) which compromises the academic integrity of a submission.
- **Conduct during examinations and tests:** see section [5.e.v](#)

4. Rights and responsibilities

A. Rights of Coordinators

- a. Access to Support and Resources:** Coordinators have the right to receive necessary training, resources, and institutional support to effectively manage academic integrity within their programs.
- b. Clear Communication Channels:** Coordinators have the right to communicate and collaborate with teachers, parents, and school leadership to address concerns related to academic misconduct.
- c. Authority to Investigate:** Coordinators have the right to conduct thorough investigations into allegations of academic dishonesty and take appropriate action based on established policies.
- d. Involvement in Decision-Making:** Coordinators have the right to be involved in decisions regarding disciplinary measures for academic misconduct cases, ensuring alignment with program guidelines and the school's values.
- e. Fair Treatment:** Coordinators have the right to be treated with respect and professionalism while ensuring the consistent implementation of academic integrity standards.

B. Rights of Parents

- a. Transparent Communication:** Parents have the right to receive clear and timely communication regarding the school's academic integrity expectations and any concerns or issues related to their child's academic conduct.
- b. Access to Guidance:** Parents have the right to be informed about the academic integrity policy and to seek guidance from school personnel if they have questions or concerns about academic misconduct.
- c. Fair Representation in Cases:** Parents have the right to be involved in academic integrity cases concerning their child, with opportunities to discuss allegations and present their child's perspective.
- d. Right to Appeal:** Parents have the right to appeal decisions made regarding their child's academic misconduct if they believe the investigation was unfair or the outcome unjust.
- e. Right to Confidentiality:** Parents have the right to expect confidentiality in the handling of academic integrity cases involving their child, ensuring that information is shared only with relevant parties.

C. Rights of the Head of School

- a. Oversight and Enforcement:** The Head of School has the right to oversee the consistent application of the academic integrity policy across all levels of the institution, ensuring it aligns with the school's values and mission.
- b. Access to Reporting:** The Head of School has the right to receive reports and updates on academic integrity cases and outcomes to maintain overall awareness and accountability within the school.
- c. Authority to Make Final Decisions:** The Head of School has the right to make final decisions on serious or contested academic integrity cases, ensuring fairness and consistency in the application of sanctions.
- d. Protection of Institutional Reputation:** The Head of School has the right to protect the school's academic reputation by upholding high standards of integrity and ensuring that cases of misconduct are handled in accordance with school policy and international standards.
- e. Support for Coordinators and Staff:** The Head of School has the right to support and empower coordinators and staff in implementing the academic integrity policy by providing the necessary resources and professional development.

5. Academic Integrity

A. The responsibility of the student

Student responsibilities include the following:

- Ensuring that all work submitted for assessment is authentically theirs
- Fully and correctly acknowledging the work and ideas of others in line with age-appropriate instructions
- Reviewing work before submission to identify any passages, computer programmes, data, photographs and other material which require acknowledgement
- Complying with all internal school deadlines; this may allow time for revising work that is of doubtful authorship
- It is the student's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised

B. The responsibility of the teacher

Teacher responsibilities include the following:

- Modelling good practice in academic honesty by citing all sources (in-text and in a bibliography) in presentations, hand-outs, published material, etc.
- Educating students to undertake research, communicate and act in ways which fully respect good academic practice
- Being vigilant for changes in a student's style of writing, for work which is too mature, too error-free or more characteristic of an experienced writer
- Checking candidates' work for authenticity before submission for both external and internal deadlines
- Ensure that there is a balance between hand written and typed assessment and use Turn It In to ensure integrity.
- Provide ample opportunities for students to present their ideas orally so that the teacher can conduct a discrepancy analysis.
- Referring any issues of authenticity to the MYP or DP Coordinator

C. The use of artificial intelligence (AI)

If students use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by KIS (MLA9) and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images. (For more details see the student handbook page 44).

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: “the development of the tools and variables required for.....” (text taken/paraphrased from ChatGPT, 2023).

The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.

D. Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling. The exception is in Language subjects, where marks *are* awarded for sentence structure. In these subjects the use of such tools is not permitted.

The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are not permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subjects other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable. However, students should be aware not to become too reliant on these tools, which can negatively affect learning important academic writing skills such as paraphrasing and summarising.

The school will always consider the use of software to support access and inclusion requirements for students. Please refer to the Acceptable use policy for more details.

The school allows students to use basic tools to support their spelling and grammar when this is not what is being assessed.

E. Sanctions

a. Elementary School (PYP)

Investigations take place when:

- A teacher suspects malpractice
- The teacher verifies if malpractice has taken place
 - First offence - the student is asked to rewrite and the malpractice is noted in the Managebac.
 - Second offence - the parents are notified and the student is asked to rewrite

and the malpractice is noted in the school records.

- Third offence - the student receives no grade for this assignment and parents are called for a meeting with the teacher concerned, the administration and the student. The student will be required to rewrite the assessment.

b. Secondary School (MYP/DP)

To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the IB Programmes, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Internal sanctions are those used by KIS, and generally refer to assignments and classwork (general homework and 'drafts') which do not count towards the award of the final IB Diploma. They will also be applied to mock examinations and tests, such as MAP Testing. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually 'final version' (internal assessments, final exams, TOK assessment, CAS folders, the EE...) which count towards the final IB Diploma and MYP Course Certificates. However, there is some overlap to be expected between the application of these sanctions, so they should not be seen as acting in isolation from each other.

i. Internal Sanctions in the Secondary

First Offence: The student is required to re-do the work and reminded of KIS's academic policy. They may be asked to attend supervised sessions with the teacher or librarian for support. The teacher and coordinator meet with the student. Parents are notified by the teacher and the malpractice is noted in school records. Students and parents will be warned of the consequences if they have a second offence.

Second Offence: The student is required to re-do the work and may be asked to attend supervised sessions with the teacher or librarian until it is complete. Student's parents are notified in a meeting which includes the student, and the malpractice is noted in school records. Students and parents will be warned of the consequences if they have a third offence.

Third Offence: If a student is found guilty of a third breach of academic honesty, the student is required to re-do the work and may be asked to attend supervised sessions with the teacher or librarian until it is complete, parents will be notified, and the student may not receive academic credit or may be recommended for withdrawal.

Sanctions for academic integrity are cumulative across subjects, but not across year groups. However, records of academic dishonesty will be kept on ManageBac. KIS is obligated to provide information to other schools or universities, when asked, about a

students' history of academic malpractice.

ii. External sanctions relating to IB Internal Assessments and Core Projects

If the co-ordinator or teacher has reason to suspect that part or the whole of a student's work, which counts towards the final IB grade in that subject, may not be authentic, that work will not be accepted or submitted for assessment. In such cases, one of two possible courses of action may be adopted:

1. The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline. If there is insufficient time, an F must be entered against the student's name on IBIS. This will result in no grade being awarded for the subject concerned. In the IBDP, will mean that no Diploma is awarded.
2. An F will be entered for candidate's work on IBIS, in line with the point above, if the candidate is unable to prove, to the teacher's satisfaction, that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Students must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.

KIS may make further decisions, in line with the code of conduct, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above. If plagiarism is detected after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) will be informed.

iii. External sanctions relating to examinations

During examinations, students are expected to apply the tenets of academic integrity. Students must not take any unauthorized materials into examination rooms and must follow invigilator instructions. A student found in possession of unauthorized materials during an official examination, regardless of intent or if the material is used, is still considered to be in breach of regulations and will be investigated by the IB. A similar approach is taken for internal examinations.

Other examination infringements include, but are not limited to:

- Exhibiting misconduct or disruptive behaviour
- Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to
- Removal of secure materials such as examination papers, questions and answer booklets, from the examination room

- Impersonating a candidate—both impersonator and person allowing impersonation
- Sharing or gaining access to IB examination papers before the examination’s scheduled time

If a student is found to be in breach of regulations for an external examination, the school will contact the IB within 24 hours of the examination to report the incident. Students will be allowed to continue with the examination in question, unless their presence in the examination room is disruptive to other students. The student’s examination script will be submitted for assessment as usual—this is to allow them to receive a grade if it is decided that no misconduct has occurred.

In the case of external examinations, the IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place.

5. Policy Review

Our IB Assessment Policy is designed to be a living document that evolves with our school community's needs and reflects best practices in assessment. To ensure its relevance and effectiveness, the policy will undergo regular reviews and updates. The review process will be transparent, inclusive, and collaborative, involving key stakeholders such as teachers, administrators, students, parents, and external evaluators as appropriate.

The review cycle will be conducted annually. During the review period, feedback and suggestions for improvement will be actively solicited from all stakeholders through surveys, focus groups, and consultation sessions.

The IB Program Coordinators will lead the review process, synthesizing feedback and identifying areas for enhancement or clarification. Proposed revisions will be shared with the school community for further input and discussion.

Following thorough deliberation and consensus-building, the updated version of the IB Assessment Policy will be presented to the school leadership team for approval. Once approved, the revised policy will be disseminated to all stakeholders and integrated into the school's ongoing professional development initiatives to ensure understanding and implementation.

6. Bibliography

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