

Approved

by the decision of the pedagogical council
Biliim-Innovation lyceum for gifted boys

Academic Integrity Policy

1. General Provisions

1. The core value of the Astana Bilim-Innovation lyceum for gifted boys is the ability to apply the code of academic integrity in any form, where the teacher strives to maintain high standards of teaching in conjunction with principles that develop personal integrity in teaching and assessment. Every teacher is well aware that academic dishonesty has a negative impact on both the teacher's reputation and the reputation of the school as a whole.

Maintaining a culture of academic integrity of International Baccalaureate (IB) that combines policies and good academic practices, gives to Astana Bilim-Innovation lyceum a successful strategy to embrace concepts in education that the community trusts in us.

2. The Lyceum strives to promote and emphasize the importance of individual integrity and ethics in order to reduce stress and unhealthy competition in school, peer pressure, cheating and the desire to get high grades by any means.

3. Implementing a code of academic integrity in a school is important for educational success. When students are honest, they can build trust with their teachers and peers. An Academic Integrity Code will create a culture of integrity in the school and a more positive learning environment for all students.

4. Reasons for introducing the code of academic integrity at the Bilim-Innovation Lyceum:

- a) Honesty helps students learn and develop to their fullest potential. When students are honest, they can learn without the fear of being caught cheating. This allows them to focus on their studies and get the most out of their studies.
- b) Honesty helps build trust with teachers and peers. When students are honest, they can build relationships with teachers and peers based on mutual respect and trust. This is important for creating a positive learning environment in which students can learn successfully.
- c) Honesty helps create a fair and equitable learning environment. By adhering to a code of academic integrity, students know what is expected of them. This helps create a fair and equitable learning environment in which all students have an equal opportunity to succeed.

5. Academic dishonesty destroys trust between teachers and students.

2. Concepts and definitions

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 behavior in the production of legitimate, authentic and honest scholarly work (IB academic integrity).

Plagiarism is cheating and is a form of academic dishonesty and copying someone else's work as one's own. Plagiarism is the representation of others' words, works, ideas or opinions, or another, as one's own without citation or acknowledgment, as well as borrowing a sequence of ideas, arrangement of material or way of thinking from someone else.

School maladministration

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen.

Student academic misconduct

The IB defines student academic misconduct as 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. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happen before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach

"Balance of probability" means that the decision-maker(s) with appropriate subject-matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

3. Types of violations

Academic dishonesty can be presented in any number of ways, including the following: cheating, coercion, deception, theft, talking signs, gestures, copying information from another student, and using prohibited study aids, notes, books, electronic programs, facts or other information.

4. Rights and responsibilities of members of the school community

6. Students have the right:

- 1) to familiarise with these rules; 2) to freely express own opinion during the learning process;
- Rules and provision of evidence.

7. Students are required to:

- 1) read these rules and know about the consequences of violating them;
- 2) maintain academic integrity when performing assessed and non-assessed work;
- 3) use resources and sources indicating the author, title of the work and page;
- 4) do not copy other people's works without indicating the source;
- 5) report to the teacher any violations of academic integrity that become known to them;
- 6) students must independently complete all educational tasks without resorting to the help of other persons, including tutors, parents and friends;
- 7) students must use only authorized sources of information, including textbooks, study guides, articles in scientific journals and materials posted on official websites;
- 8) students must be prepared to provide the teacher with evidence that they have completed the work independently;
- 9) indicate a list of used literature, at the end of the evaluated works;

8. Parents and legal guardians of IB students are expected to:

understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children;

support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity;

understand school internal policies and procedures that safeguard the authenticity of their children's work;

support their children in planning a manageable workload so they can allocate time effectively;

understand what constitutes student academic misconduct and its consequences;

understand what constitutes school maladministration and its consequences;

report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB;

submit only genuine and/or authentic evidence to support a request for inclusive access;
arrangements or adverse circumstances considerations for their children;
abstain from giving or obtaining undue and/or unauthorised assistance in the completion of their children's work (Academic integrity policy).

9. Teaching staff and equal-status persons are obliged to:

- 1) conduct informational work among the parents;
- 2) introduce students the academic integrity adopted by the educational institution;
- 3) ensure compliance with the rules of academic integrity during training sessions and monitoring students' knowledge;
- 4) create an atmosphere of trust and support in the educational institution in which students will feel comfortable completing educational tasks independently;
- 5) teach students how to design project activities on paper, electronic, and digital media, indicating the authorship of all participants in the work performed;
- 6) teach students to express their own opinions in the learning process;
- 7) conduct explanatory work with students before the assessed work on maintaining academic integrity issues;
- 8) prevent any possibility of violation of the requirements established by these Rules;
- 9) keep strict records of each case of violation of these Rules;
- 10) inform the school administration and parents or other legal representatives about each case of violation of the Rules in writing;

10. The school administration undertakes:

- 1) ensure teaching staff and equal-status persons in clarifying these Rules to students and parents or their legal representatives;
- 2) coordinate the work on taking measures provided for by these Rules in case of violation by students;
- 3) take measures to correct the situation, if a violation of academic integrity is detected;
- 4) carry out explanatory work with students and teaching staff about the importance of maintaining academic integrity;

11. Responsible Use of Artificial Intelligence (ChatGPT)

1. Ensure proper citation: When integrating content or insights from ChatGPT into academic work, cite the source as you would any other external reference. Follow the citation guidelines specified by IB Academic Integrity policy to attribute information accurately and ethically.
2. Adhere to academic integrity policies: Integrate ChatGPT use within the framework of academic integrity policies, guidelines, and ethical standards established by educational

institutions. Respect copyright laws, uphold ethical research practices, and demonstrate integrity in all academic endeavours.

3. **Validate understanding and analysis:** Verify that the work produced through ChatGPT reflects your own comprehension, interpretation, and analytical skills. It is essential to critically evaluate and integrate the information generated by ChatGPT in a way that demonstrates individual understanding and insight.

5. Responsibility and penalties

Focusing on processes for managing academic integrity incidents that are student and/or school staff related, IB World Schools are responsible for:

- having an academic integrity policy, with scheduled plans for reviews and updates
- teaching students about academic integrity from the start of their education
- ensuring that teachers, support staff, students and parents and legal guardians have a common understanding of the IB's expectations with regard to academic integrity. This includes what constitutes student academic misconduct and school maladministration, and the possible consequences.
- ensuring that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- supporting the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.

5.1. Penalty matrices

This section contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB.

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism Copying from external sources or	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or	More than 51 consecutive words (copied verbatim, or	Not applicable

peers		paraphrased, or containing additional or substituted words) without full in-text citation of the source.	paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	
Facilitating plagiarism Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills	Students took minimal steps that were clearly insufficient to prevent their work being copied.	Students took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Students permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Students actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own	Work of students shows close similarity	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	Not applicable

Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Students submit work heavily edited by a third party to circumnavigate the rules on teacher support. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Students submit work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Applicable for a student in the same or different IB World School providing the service
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	Not applicable

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable	Students submit work heavily edited by a third party to circumnavigate the rules on teacher support. A penalty will be applied for any	Students submit work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or	Applicable for a student in the same or different IB World School providing the service.

		student in the same or different school providing the service or facilitating work.	different school providing the service or facilitating work.	
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5	Moderate offence—see note 6	Major offence—see note 7	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.

4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:

- friends, family members, or other students in the same or different school, college or university
- private tutors
- essay writing or copy-editing services
- pre-written essay banks
- file sharing sites.

5. Minor offences may include but are not restricted to:

- conducting research without permission of the participants
- including offensive or obscene comments or graphic materials in any assessment component
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

6. Moderate offences may include but are not restricted to:

- conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
- conducting research or fieldwork that damages the environment
- including offensive or obscene comments or graphic materials in any assessment component.

7. Major offences may include but are not restricted to:

- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
- falsification or fabrication of data in producing any work
- inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

8. Unauthorized materials or items may include but are not restricted to:

- mobile phones
- notes
- study guides
- candidate's own rough or scratch paper
- non-permitted dictionaries
- other prohibited electronic devices such as smart-watches or smart-glasses.

9. Misconduct during examinations may include but is not restricted to:

- failing to abide by invigilator instructions
- disruptive behaviour
- attempting to remove examination materials from the examination room
- leaving the examination room without permission.

10. Social media or messaging/communication platforms and tools

11. Mitigating circumstance

- In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.

12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:

- facilitating information to other candidates during the completion time of the examination
- distributing live examination content before, during or after the scheduled time of that examination through any means.

2.3 Precedents

Breaches related to written and oral coursework and examinations Plagiarism—external sources

Middle Years Programme		
Subject	Example	Outcome.
Music—ePortfolio	A candidate submitted a document containing several sections of unreferenced text, more than 300 words in total. No bibliography was included.	The candidate claimed to have made an honest mistake and forgot to add the bibliography. The candidate received a level 3a penalty and no grade, an “N”, was awarded for music.
Personal project	A candidate submitted a piece of work that was almost identical to an internet source—more than 80%. No reference was provided in the body of the work or in a bibliography.	The candidate claimed that they were not properly trained on referencing techniques and assumed it was acceptable to copy and paste from web sources. The candidate received a level 3a penalty and no grade, an “N”, was awarded for the personal project.

Inclusion of inappropriate, offensive or obscene materials

Middle Years Programme		
Subject	Example	Outcome.

Drama—ePortfolio	During the completion of the oral component recording, an MYP candidate included an inappropriate joke that contained sexual content and references to religion. Offensive and derogatory language was used.	Candidate received a level 1 penalty warning letter.
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6. Additional measures taken by the internal regulations

Mechanisms for effective problem solving and measures taken in case of violations are considered.

For the first time on violation of academic integrity:

The student is notified of this violation.

Parents / guardians are notified of this violation.

The class teacher and the deputy director of the school are notified of this violation.

The board of Trustees is notified of this violation.

The first violation of the principle of academic integrity is documented at the Lyceum.

- cancellation of the work or exam result (do not retake the exam);
- subtracting 10% of the total score of the completed task;
- the possibility of retaking the exam or assignment, but a 20% reduction in the grade received by the student when retaking it;
- making explanatory work;
- warning;

For the second time on violation of academic integrity:

The student is notified of this violation.

Parents / guardians are notified of this violation.

The class teacher and the deputy director of the school are notified of this violation.

The board of Trustees is notified of this violation.

The second violation of the principle of academic integrity is documented at the Lyceum.

- the student is assigned a zero on the completion of the task and is not given the opportunity to retake;
- the student loses the right to receive an award;
- not counting 50% of the total score of the completed task;
- evicted from the dormitory;
- other measures may also be considered, such as non-participation in intra-school activities, dismissal from the managerial position at the Lyceum and loss of membership or candidacy of the Lyceum 'Bilim-Innovation' for gifted boys;

For the third time on violation of academic integrity:

The student is notified of this violation.

Parents / guardians are notified of this violation.

The class teacher and the deputy director of the school are notified of this violation.

The board of Trustees is notified of this violation.

The third violation of the principle of academic integrity is documented at the Lyceum.

a) the student will be given an “unsatisfactory” grade for their quarter grade in the same subject and may affect their dropout, if the third violation is the same as the previous two violations;

b) the chances of a student getting a “good” or “excellent” grade are reduced, 60% lower grade (in Summative Assessment 1,2);

c) the student is not considered as a candidate for the nomination "Altyn Belgi" or Certificate with Honors;

d) evicted from the dormitory;

e) in the the recommendation letter (in the recommendation letter) indicates cases of violation of academic integrity by students in Grades 11, for grades 7-8-9-10, these violations are indicated and subsequently also indicated in the recommendation letter;

f) transferred to another class;

g) expulsion is considered.

In-text citations/мәтін ішіндегі дәйеккөздер	References /Сілтемелер			
	Author's surname, first and second initials Автордың тегі және бірінші, екінші инициалдары	Year of publication Шығарылған жылы	<i>Book title with Italics</i> <i>Кітаптың атауы курсивпен</i>	Publisher Баспасы Немесе электрондық сілтемесі

Three or more authors book/Үш немесе үштен көп авторлары бар кітап

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Reference	Soto, C. J., & John, O. P. (2017).	(2017)	<i>Alexander the Great: A life in legend.</i>	Yale University Press.
Citation	1. Research by Wegener and Petty (1994) supports... (at the beginning) 2. (Wegener & Petty, 1994) at the end of the sentence.			

Article/Мақала

In-text citations /мәтін ішіндегі дәйеккөздер	References /Сілтемелер						
	Author's surname, first and second initials Автордың тегі және бірінші, екінші инициалдары	Year of publication Шығарылған жылы	Article's title Мақаланың атауы	<i>Journal name in Italics</i> <i>Журналдың атауы курсивпен</i>	Volume number with italics Тираж номері курсивпен	Pages number Парақтардың нөмерлерін	DOI (Digital Object identifier) DOI (сандық нысан идентификаторы) немесе сілтеме
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Reference	Soto, C.	(2017)	The next big five inventory (BFI-2): Developing and assessing a hierarchical model with 15 facets to enhance bandwidth, fidelity, and predictive power	<i>Journal of Personality and Social Psychology</i>	113(1)	117-143	http://dx.doi.org/10.1037/pspp0000096
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<p>In the slide Слайдта</p>	<p>International Baccalaureate Organization</p>	<p>(2023)</p>	<p><i>Primary Years Programme model</i></p>	<p>[image]</p>	<p>ibo.org</p>	<p>https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/pyp-model-en.png</p>
<p>Figure 1. Primary Years Programme model. Retrieved from International Baccalaureate Organization, 2019. https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/pyp-model-en.png Copyright, 2023</p>	<p>International Baccalaureate Organization. (2023). <i>Primary Years Programme model</i>. [Image]. ibo.org. https://www.ibo.org/globalassets/new-structure/icons-and-logos/images/pyp-model-en.png</p>					

Website/ Вебсайт

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