NURORDA ALMATY School-Lyceum LLP

ACADEMIC INTEGRITY POLICY

PYP and MYP · 2026–2027 school year

This policy explains how we teach students to present their own work honestly and to respect other people's authorship, and how we conduct assessment fairly.

Document	Academic Integrity Policy
Version	2.0 — unified edition, 2026–2027 school year
Scope	Students, teachers, the school leadership team, the librarian, the support team, parents (legal representatives), tutors and external helpers
Document owner	PYP and MYP Coordinators
Discussed	Pedagogical Council, minutes No. ___ of ___ _____ 2026
Approved	Director's order No. ___ of ___ _____ 2026
Next review	May–June 2027 (scheduled); earlier if needed
Related policies	Assessment Policy, Language Policy, Inclusion Policy and Admissions Policy; the school's Internal Rules of Conduct; Child Protection and Safety Procedure

Approved by: Director _____ / _____

Date: ____ _____ 2026

NURORDA ALMATY School-Lyceum is a candidate school* for the Primary Years Programme and the Middle Years Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe 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 (DP), 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.

At a glance

We develop academic integrity through teaching, not punishment. First we explain, then we support, and we take action only when it is needed.

The essentials

1. The student does the work themselves and cites every source they use.
2. At the start of every task, the teacher says whose help and which tools are allowed: a classmate, a parent, a tutor, a translation tool or artificial intelligence (AI).
3. AI may be used only at the level the teacher allows, and its use must be disclosed. AI must not be used during interim assessments, SAUs and SATs.
4. Parents and tutors may guide the child, but they do not do the work for them.
5. A concern is not an accusation. The student is always heard, and no one is accused in public.
6. In Grades 1–4, the response to a first mistake is to explain, practise together and show the skill again.
7. If academic integrity is breached, the student redoes the work themselves. The grade is not automatically lowered as a penalty.
8. If you disagree with a decision, you may ask for it to be reviewed within 5 working days of receiving the written decision.

If you have a question

Question	Who to contact
What help is allowed for a task	Subject teacher
How to cite sources	Subject teacher, librarian
A concern or a decision about academic integrity	PYP Coordinator / MYP Coordinator
Anxiety, pressure or a support need	School psychologist
Asking for a decision to be reviewed	The school office (addressed to the Director)

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1. Purpose and scope

This policy applies at NURORDA ALMATY School-Lyceum LLP (“Nurorda Almaty”). It sets out how the school teaches students academic integrity, how it supports them and how it acts fairly if academic integrity is breached.

- **Who it is for:** students, teachers, the school leadership team, the librarian, the support team and parents (legal representatives). Tutors and external helpers also follow the rules of this policy.
- **What it covers:** lessons, homework, tests, research, creative and digital work, group work, the PYP exhibition and MYP projects.
- **What it is based on:** the Law on Education (the concept and principle of academic integrity), the Law “On Artificial Intelligence”, the Personal Data Law, the International Baccalaureate (IB) Academic integrity policy, the IB Programme standards and practices (2020) and the CIS International Accreditation Framework (2024).

Work that is not genuine distorts assessment results. However, lateness or a low level of language proficiency is not, on its own, evidence of misconduct.

2. Mission, vision and values

Mission	By identifying and developing students' abilities, to shape global citizens who embrace human values, constantly strive to improve themselves, and are inquiring and competitive.
Vision	To bring up every student as a creative person who embraces human values and strives for continuous growth and learning.
Values	Self-improvement · Collaboration · Integrity · Love

“Integrity” is one of the school's four values. A person who embraces the human values in the school's mission values their own work and respects the work of others. This policy puts this value into practice in everyday learning.

Value	How it shows in this policy
Self-improvement	The student learns from their mistakes, improves their own work and uses feedback.
Collaboration	In permitted group work, everyone shows their own contribution openly.
Integrity	The student does the work themselves, cites sources and does not distort data.
Love	The school teaches students through support rather than blame, and nurtures their respect for the work of others.

Academic integrity develops the “principled” and “reflective” attributes of the IB learner profile. Treating the ideas of authors from other cultures and languages with equal respect is part of international-mindedness. The “Adal Azamat” (Honest Citizen) values education programme, approved by Order of the Minister of Education of the Republic of Kazakhstan No. 123 of 26 May 2025, also supports this value.

3. Key terms

Term	Meaning in this policy
Academic integrity	As defined in Article 1, point 2-1 of the Law on Education: a set of norms, rules and values based on the principles of honesty, fairness, respect, responsibility and trust. The IB also draws on these five principles.
Academic misconduct	An action that gives a student or someone else an unfair advantage, or that harms another student. It may be deliberate or unintentional.
Source	A text, idea, image, piece of data, code, video or AI output used in a piece of work.
Quotation	A passage taken word for word from a source. It is put in quotation marks, and the source is cited.
Paraphrase	Expressing someone else's idea in your own words. The source is still cited.
Artificial intelligence (AI)	Digital tools that produce text, images, code or other output.
Conflict of interest	A situation in which the person making a decision is personally involved in the case: for example, they are related to or friends with the student, have another personal connection with them, or are themselves the subject of a concern that is being reviewed. Another staff member is then appointed in their place.
School maladministration	An action by the school or a staff member that undermines the fairness of assessment.
Academic support agreement	A short plan drawn up after a breach of academic integrity. It records what support the student receives and for which skill.
Learning error	A mistake a student makes because they have not yet mastered a skill. The teacher corrects it by explaining and practising with the student, without opening a formal case.

4. What academic integrity is and why it matters

Academic integrity means showing one's own work and contribution honestly, acknowledging the authors of any material used and not distorting data. It protects the student's genuine knowledge and the fairness of assessment.

> **Five principles**
>
> **Honesty, fairness, respect, responsibility and trust.** Both the IB and Kazakhstan's Law on Education set out these principles. Under the Law, academic integrity is one of the principles of state education policy.

- Intellectual property includes texts, ideas, images, music, videos, code, designs and research data.
- Citing sources lets the reader tell the student's contribution apart from that of other authors.
- Students, families and the school work together. The student understands the task, plans their time and, if difficulties arise, asks for help early.

5. How we teach academic integrity

Teachers teach academic integrity skills in every subject from the first day of school. The teacher first models the skill; students then practise it without being graded and finally apply it in their own work. Expectations are adapted to each student's age, language, experience and support needs.

Grades	What the student can do
Grades 1–2	Tells their own work apart from other people's; says who helped them; says, together with an adult, where a picture or a piece of information came from. An oral answer, a drawing or a teacher's note is enough.
Grades 3–4 (including the PYP exhibition)	Gives the author and title of a book and the name and address of a website; explains things in their own words; names their contribution to group work. A simple list of sources and a reflection are enough.
Grades 5–8 (MYP)	Distinguishes between a quotation, a paraphrase and their own opinion; links in-text citations to the list of sources; keeps data and project drafts; discloses their contribution to group work and any AI help.

- In Grades 1–4, the response to a first mistake is to explain, practise together and show the skill again. A child must not be accused in front of others or called a “cheat”. Children are not required to write a reflection by hand or to sign it.
- In Grades 5–8, when responding to a mistake, the teacher takes into account which skills the student has been taught, the task instructions and the terms of the student's support.
- New students and new staff are introduced to the policy. Families are given a short explanation in a language they understand.
- In the PYP, the class teacher should create a class agreement on integrity with the students (orally or with pictures). In Grades 5–8, a short “Integrity Pledge” should be read before SATs. Signing the pledge means “I have read it”; it is not an admission of guilt.

6. Citing sources

1. As soon as the student finds a source, they write down its author or organization, title, publication date, and URL or book page.
2. A passage copied word for word is put in quotation marks or set out as a separate paragraph. A citation is placed next to it.
3. In a paraphrase, the student expresses the idea in their own words and cites the source. Replacing words with synonyms or translating a text into another language does not change authorship.
4. Images, audio, video, tables, external code and datasets also need a specific source. Their licence and permission to use them are taken into account.
5. In-text citations match the list of sources. “Google” or “the internet” is not a specific source. Sources the student has not read, and made-up sources, are not included.
6. Sources in Kazakh, Russian, English or any other language are cited in the same way.

- In Grades 5–8, the school's main citation style is MLA 9. If another style suited to the subject is used, the teacher explains it in advance. This is the school's choice: the IB does not require a single style across all subjects.

- In Grades 1–4, a simple three-part citation is enough: the author or website, the title, and where it was found.
- If a citation generator or a similarity-checking tool is used, the student and the teacher check the result. Words in a text must not be replaced, or letters altered, just to lower the similarity percentage.
- The law allows quotations to be used for learning, but the author and the source must be stated. MLA examples are given in the “MLA 9 citation examples” appendix.

7. Artificial intelligence and digital tools

The IB does not ban AI, but it requires AI to be used in line with the rules of academic integrity (IB Academic integrity policy, Appendix 6). At the school, AI is used only where it serves the learning goal and only within limits the teacher has explained in advance. Text, images, code or any other output produced by AI does not count as the student's own achievement. Under Kazakhstan law, too, a work created with the help of AI is protected by copyright only if it includes a human creative contribution.

Levels of AI use: the teacher states the level for every task; if no level is stated, Level 0 applies; if in doubt, the student asks the teacher

Level	What is permitted	What is disclosed
0	AI is not used. Interim assessments, SAUs and SATs always take place at Level 0 (the same rule as in the Assessment Policy).	—
1	Only to look for ideas or to understand a concept. The submitted work contains no AI text.	A short note: which tool and what for
2	As a support tool: making a plan, checking spelling, getting feedback. The student writes the main content themselves.	Tool, date, main prompt, part used
3	As part of the task, to the extent the teacher allows.	Full disclosure: in the text and in the list of sources

- If a task checks the student's independent knowledge or language skills, the teacher limits AI use. Where school-approved tools are used as an access arrangement, the student's individual support plan (ISP) sets out the rules for using them, in line with the Inclusion Policy.
- When students use AI output, they state the name of the tool, its version (if known), the date, the main prompt and the part used. The citation appears both at the relevant point in the work and in the list of sources. A disclosure template is given in the “AI use disclosure template” appendix.
- AI output is checked against real sources. Made-up references are not accepted.
- Using AI in a task where it is not allowed and disclosing it afterwards does not excuse the misconduct. A ready-made answer obtained without permission, a full machine translation or a text rewritten by AI is not submitted as the student's own work.
- An AI detector percentage, a high standard of language or a change in style is not, on its own, proof of misconduct. A concern is checked by looking at the work itself, the sources, the working process and the student's explanation.
- A student's name, grades, photo or unpublished work must not be uploaded to online tools that the school has not approved. Personal data is shared with external tools only where there is a legal basis and the parent has given consent.

- Fake images, voice recordings or videos of real people (students or staff) must not be created or shared. This is treated as serious misconduct and is also dealt with under the Child Protection and Safety Procedure.
- In Grades 1–4, only the teacher demonstrates AI tools, and no personal accounts are opened for students. Because students' tasks are at Level 0, the level is not stated separately. In Grades 5–8, AI is used only in line with the service's age limits and terms of use, and only through a school-approved account; the teacher does not require students to open personal accounts.

8. Permitted collaboration and the limits of help

Group work

Group research, sharing ideas and collecting data together are part of honest learning when the teacher allows them. For each task, the teacher says in advance what the group does together, what each student does individually and where the limits of help are. Each group member shows their role and their actual contribution. Unequal contributions are not, on their own, misconduct. The student completes any individually assessed analysis, problem, text or conclusion on their own. A classmate gives feedback only to the extent the task allows; students must not write out a ready-made answer for someone else or share it for copying. The teacher distinguishes shared from individual contributions through observation, a short conversation or a reflection.

Help from parents and tutors

Allowed	Not allowed
Explaining the instructions, helping the child plan their time, discussing the method, asking the child questions	Writing sentences, solving problems, or preparing slides, code, conclusions or a project instead of the child; correcting and rewriting the child's text

Any help that affected the content is stated openly. If in doubt, the family consults the teacher or the coordinator.

Shared rules before each task

1. The teacher explains the skill being assessed, whether the work is individual or group work, which people and tools are allowed, the AI level, the requirements for sources and how to get advice.
2. The student checks whether they are allowed to use earlier work, and clearly separates the earlier contribution from the new result.
3. In a long investigation, the teacher checks the plan, the draft or the data-collection stage. A short task does not require a separate work log. A paper draft can replace a digital version history.
4. The teacher gives full written feedback once on the first draft of a long summative task or project; there is no limit on formative oral feedback. The teacher does not write the student's text for them.
5. During assessment, students use only permitted devices; all other devices are kept in a safe place that the teacher indicates. Medical devices and assistive tools agreed in advance may be used.
6. Experiment results are recorded as soon as they are obtained; an incorrect result is explained, not hidden. Data is collected from people only with their consent, and living organisms are not harmed.
7. If the student has difficulties, feels anxious or is at risk of missing a deadline, they speak to the teacher early rather than looking for a ready-made answer.

In the PYP exhibition and in MYP projects, students show their sources, their own contribution and the help they received from their mentor (PYP) or supervisor (MYP). Mentors and supervisors do not do the work for the student and do not rewrite it. In MYP projects, the student uses the IB academic integrity form to record their meetings with the supervisor and the authenticity of their work. The personal project is completed in MYP year 5 (Grade 9, from the 2027–2028 school year). In line with the Assessment Policy, the community project is not compulsory for Grade 8 students in the 2026–2027 school year; each year, the MYP Coordinator checks the project requirements against the current IB guide. Project requirements are not automatically applied to all grades.

9. Types of academic misconduct

Academic misconduct is an action that gives a student or someone else an unfair advantage, or that harms another student. It may be deliberate or unintentional, and it may happen before, during or after assessment, at school or in a digital environment. Every concern is checked against evidence, and the actions of each person involved are considered separately.

Type	Meaning	Example
Plagiarism	Presenting someone else's words, ideas, images, code or translated material as one's own without a citation	Copying text from a website without a citation; not citing the source of a paraphrase
Collusion	Doing individual work together with another student by agreement, or giving one's own answers to others to copy	Each student submitting a jointly written analysis as their own individual work
Duplication of work	Submitting the same work again for another task without permission	Handing in last year's project as a new task
Cheating	Using prohibited materials, devices, accounts or outside help	Looking up answers on a phone during an SAU
Using AI without permission or without disclosure	Not keeping to the AI level set for the task, or hiding AI help	Submitting an essay written by AI as one's own
Fabrication or falsification of data	Presenting measurements, interviews or sources that never existed as if they were real; deliberately changing results	Changing experiment figures to confirm a hypothesis
Contract cheating	Having someone else do the work, for payment or for free, and presenting it as one's own	Buying a ready-made essay; submitting work written by a parent or tutor
Facilitating misconduct	Sharing answers, letting others copy or doing work in someone else's place	Posting SAU tasks in the class chat
Giving false information and harming others	Giving false information, deleting or changing someone else's work, or pretending to be another person	Deleting a classmate's file

10. What we do when there is a concern

A student, parent or staff member may tell the subject teacher, the PYP Coordinator or the MYP Coordinator about a situation that raises a concern. This can be done in a private conversation, through the school's official email or by private message on the school platform. The report is passed

on confidentially to the person handling the case. The person who made the report is told that it has been registered and what happens next. An issue concerning a staff member or the Director is handled as set out in the “Responsibilities of staff and the school” section.

> **A concern is not an accusation**
>
> A student is not accused in public. The student is always heard and may give their own evidence. Misconduct is confirmed only if, after all the evidence has been weighed, it is more likely than not that it took place. If the evidence is insufficient, misconduct is not recorded as confirmed.

Two tracks

- **Learning error** (especially in Grades 1–4 or when the skill has not yet been taught): the teacher explains the issue personally, practises with the student and makes a note in their own teaching notes. No formal case is opened, and in Grades 1–4 no formal notification is sent to the family. In Grades 1–2, every situation is handled through this track only. If the teacher is unsure which track to choose, or if the situation recurs after support, they consult the coordinator.
- **Formal case:** follows the steps below.

Step	Who does what	Timeline
1. Recording	The teacher keeps a copy of the work, the part in question, the possible source and the task instructions. At this stage it is only a concern, not an accusation.	Within 1 working day of the concern arising
2. Initial check	The teacher and the coordinator check whether the requirement was explained in advance, which skill had been taught and what support had been agreed.	Within 2 working days of recording
3. Hearing the student	The student is told what the concern is and gives an explanation, a draft or other evidence. The parents are informed, and a supporting adult may take part.	Usually within 3 working days of recording
4. Decision	The teacher and the coordinator weigh all the evidence. In a complex case, a neutral senior staff member takes part. There are four possible outcomes: misconduct not confirmed; learning error; misconduct confirmed; further checks needed.	Usually within 5 working days of recording
5. Written notification	The school informs the student and the family in writing of the reasons for the decision, its effect on the grade, how the work will be redone, the support provided and how to ask for the decision to be reviewed. Signing the notification only means that it has been read; refusing to sign is not treated as an admission of guilt.	Within 1 working day of the decision
6. Follow-up	The teacher checks the skill, the redone work and the results of the support.	Within 10 working days of the decision or on the agreed date

These are the school's internal timelines, not those of the IB investigation procedure. If an extension is needed, the reason and the new deadline are given in writing.

- A similarity report only shows similar passages. It is not a ready-made decision about plagiarism.
- An AI detector, writing style, language level or being unable to answer a single question cannot be the only basis for a decision.
- A person with a conflict of interest does not make the final decision.

- While the case is in progress, the school psychologist supports the student. If an adult is found to have forced the student, the Child Protection and Safety Procedure also applies.

11. The school's responses

The school chooses its response according to the student's age, the skills already taught, how clear the instructions were, the scale of the act, the intention behind it, whether it has been repeated and the student's support needs. Where a skill has not yet been taught, the school teaches it rather than punishing the student.

Situation	The school's response
Learning error	Explaining briefly, correcting the source citation, practising together and showing the skill again in the student's own work. A note in the teacher's teaching notes is enough.
First confirmed misconduct	A conversation to explain the issue; written notification to the family; the student redoing the invalid part or the whole piece of work independently, or an alternative task; support with the specific skill.
Repetition after support	A meeting between the coordinator, the family and the student; supervised work and an academic support agreement; a responsible person and a follow-up date are set.
Serious act or harm to others	The case is considered separately, with the school leadership team involved; new genuine work showing the student's knowledge is collected. A disciplinary measure is applied only under the school's Internal Rules of Conduct and in proportion to the seriousness of the act.

- Work that is not genuine is not assessed as evidence of the student's achievement. The student redoes the work themselves or provides alternative evidence. The work is usually redone within 5 working days of the decision; the exact deadline is agreed in writing, depending on the size of the work. If the decision is appealed, the deadline is paused until the written answer to the appeal is received; the student may redo the work earlier if they wish.
- Redone work that is genuine is assessed against the usual criteria. The grade is not automatically lowered as a penalty, and there is no hidden cap on the highest mark. Under national rules, a grade is not lowered because of behaviour.
- If misconduct is confirmed in an interim assessment, an SAU or an SAT, the student redoes the work in class under the teacher's supervision. Until there is a valid summative result, the student may be temporarily marked “not attested” under Order No. 125; the rules for recording this in the gradebook are the same as in the Assessment Policy. Written summative work and the evidence related to the case are kept at the school until the end of the school year.
- If misconduct is not confirmed but there is not enough reliable evidence of the authorship of the work, the teacher collects additional evidence under the Assessment Policy (for example, a short conversation or a supervised task). If the work is still not submitted by the agreed deadline, the Assessment Policy then applies. The academic result and any disciplinary measure are recorded separately.
- In Grades 1–4, the main response is teaching, safe practice and showing the skill again. Reflection may be done orally, through a drawing or with the teacher's help.
- This policy does not introduce any new disciplinary penalties. Disciplinary measures are applied only under the school's Internal Rules of Conduct and the national model rules for schools; the

reason is explained, and the measure can be reviewed. Access to education is decided separately.

- Once the school receives IB authorization and IB external assessment begins to apply, the school follows IB procedures. The school's internal rules for redoing work do not apply to work submitted to the IB. Work whose authorship has not been confirmed is not submitted to the IB, and the school cannot change an IB decision.

12. Responsibilities of staff and the school

School maladministration is an action by the school or a staff member that undermines the fairness of assessment. Examples:

- changing a student's work without permission or doing the work for the student;
- authenticating work whose authorship is in doubt;
- breaching the security of assessment materials (for example, sharing SAU or SAT tasks in advance) or giving one student or a class extra time or help without authorization;
- changing a grade in the electronic gradebook without good reason, or fabricating results or evidence;
- failing to report known misconduct in the way set out in this policy.

Staff duties

- Staff cite sources in their own teaching materials.
- Staff obtain permission before publishing a student's work, and protect personal data.
- Staff are personally responsible for the accuracy of materials they prepare with the help of AI.
- Staff do not add false information to grades, student references or evidence.

Concerns about a staff member

- A concern about a staff member is passed confidentially to the Director. The school office registers an issue concerning the Director and forwards it to the school's governing body.
- A person who is the subject of the concern or who has a conflict of interest does not decide the case.
- The Director or the governing body keeps the evidence, organizes a neutral investigation and gives the staff member the opportunity to respond.
- Depending on the outcome of the investigation, the staff member is offered training, is required to correct the error, has their role in assessment restricted, or faces measures under the approved HR procedures. If the IB needs to be informed, the coordinator does so through the IB procedure.
- The person who made the report must not be put under pressure. An anonymous report is not, on its own, proof of guilt.

13. Record keeping

- The incident log contains only the information needed: case code, date, task, requirement, evidence, the student's response, outcome, support, appeal and closing date.

- A learning error is noted only in the teacher's teaching notes. Suspected and confirmed misconduct are marked separately. If misconduct is not confirmed, no record suggesting guilt is kept.
- Records may be seen only by the teacher, the coordinator, the Director or the person reviewing the case, and only if they need them for their work. They are not placed in open spreadsheets, shared chats or public archives.
- Records of confirmed cases are kept until the end of the following school year and are then anonymized (the student's name is deleted). If an appeal or an IB case is still open, the retention period is extended and the reason is recorded.
- Records are kept in a secure system approved by the school. Online survey forms are not used as the main channel.
- A family may see the information about their own child and ask for errors to be corrected. Other children's data is not disclosed. Only aggregated information is shared with the school community.

14. Resources and learning spaces

- **Library:** age-appropriate books and digital resources; the librarian teaches lessons on searching, source reliability, quotation and paraphrase. Before the PYP exhibition, the librarian teaches Grade 4 students how to cite sources.
- **Digital environment:** school accounts, school-approved AI tools, a similarity-checking tool (if the school introduces one) and a secure storage system.
- **Materials:** MLA examples and the AI use disclosure template (Appendices 1–2), and the table of AI levels (in the “Artificial intelligence and digital tools” section). A paper copy of the policy is also available in the library.
- **Time:** a task calendar balances the workload; time is set aside for the library and for getting advice.
- **Professional learning:** teachers are introduced to the new rules and learn to handle similar cases consistently; new teachers receive training during their induction.

15. Roles and responsibilities

Who	What they do
Student	Rights: • To understand the requirements in advance, to learn the skills and to receive support • To be informed of the grounds for a concern about them, to give an explanation and evidence, and to ask for a decision to be reviewed Responsibilities: • Shows their own contribution honestly and discloses the sources they used and the help they received • Follows the stages of the work and asks if they do not understand • Refuses help that is not permitted; does not post tasks or answers in chats or on social media

Who	What they do
Parent and external helper	Rights: • To know the grounds for a decision and how to appeal Responsibilities: • Reads the policy and helps the child plan their time • Guides the child but does not do the work for them • Tells the teacher about any difficulties • Provides only genuine documents for access arrangements
Subject teacher	Rights: • To have time for teaching, shared resources, administrative support and professional learning Responsibilities: • Explains in advance what help is permitted and which AI level applies • Shows examples and monitors the progress of the work • Passes a concern on to the coordinator with the evidence, and listens to the student
Homeroom teacher	• Keeps in touch with the family and helps with writing requests • Checks that the student and the family understand the policy
Librarian	• Helps with using the library and digital resources • Teaches students about searching, source reliability, quotation and paraphrase
School psychologist and support team	• Help to take into account the student's anxiety and their language and learning support needs • Do not label the student as guilty in advance
PYP and MYP Coordinators	• Bring the requirements for each age group into one system and introduce the school community to the policy • Register cases and monitor deadlines • Carry out the half-yearly review and the annual review
IT specialist and the person responsible for personal data processing	• Set up the tools approved by the school and control who can see the data • Prevent unauthorized sharing of personal data
Director and school leadership team	• Bring the policy into force by order, allocate the resources needed and organize staff training • Oversee procedural fairness and confidentiality • Organize the review of cases involving staff members

16. Appeals and review of decisions

A student, parent or legal representative who disagrees with a school decision may ask for it to be reviewed. This procedure is the same in all five school policies.

1. **Talk to us.** First speak with the staff member who made the decision, the homeroom teacher or the relevant coordinator. Most issues are resolved at this stage.
2. **Written request.** If the issue is not resolved, submit a request addressed to the Director within 5 working days of receiving the written decision. The school office registers the request: you can

bring it to the office or send it to the school's official email address. Explain why you disagree and attach any evidence you have. The homeroom teacher can help you write the request.

3. **Neutral review.** The request is reviewed by a senior staff member or a panel who took no part in the original decision. If the Director made the decision, the school's governing body appoints a neutral person.
4. **Answer.** You receive a reasoned written answer within 10 working days. If the school needs more time, it tells you why and gives a new date.

While the request is being reviewed, the student's learning and any support they need continue. No pressure is put on a student or family for making an appeal. Other ways of appeal provided by law remain available.

- In academic integrity cases, the school usually answers within 5 working days.
- The request is reviewed by a senior staff member who took no part in the original decision, or by at least two neutral staff members. The student may give their own response and may bring a supporting adult.
- A measure applied to a student is not made more severe because the student has appealed in good faith.
- If external IB procedures apply, the coordinator explains the separate route they follow.

17. Confidentiality and personal data

- The school collects only the data needed to carry out this policy and uses it only for this purpose.
- Only staff who work directly with the student and need the data for their work can see it. Medical, psychological and disciplinary information is kept strictly confidential.
- Information is shared with third parties only when there is a legal basis or with the written consent of the parent (legal representative).
- Data is stored in protected systems approved by the school. Storage and any transfer abroad follow the Law of the Republic of Kazakhstan “On Personal Data and their Protection” (2013, No. 94-V).
- Records are securely destroyed or anonymized when their retention period ends.
- Parents have the right to see the data about their child and to ask for errors to be corrected. Requests are made through the school office.
- Reports and analyses show only aggregated information that does not allow an individual child to be identified.

A student's name, or work from which the student can be identified, may be uploaded to similarity-checking tools or AI tools only if there is a legal basis and the parent has given consent.

18. Links with other policies

Policy	Link
Assessment Policy	AI must not be used during interim assessments, SAUs and SATs. If work is redone or not submitted, the Assessment Policy sets the rules for entering the grade in the gradebook.

Policy	Link
Language Policy	The rules for using translation and AI tools are the same in both policies. Sources in any language are cited in the same way.
Inclusion Policy	Access arrangements are consistent with the rules of academic integrity; a teaching assistant does not answer in place of the student.
Admissions Policy	The child completes admission tasks on their own.
The school's Internal Rules of Conduct	Disciplinary measures are applied only under these rules.
Child Protection and Safety Procedure	Applies to creating and sharing fake videos, images or voice recordings of real people, and to materials related to bullying.

19. Communication, monitoring and review

Communication

- The approved policy is published on the school website and on the official channel for parents. A paper copy is available from the school office.
- At the start of each school year, teachers, students and families are introduced to the policy. New staff and new families are introduced to it when they join the school.
- The policy is published in Kazakh and Russian with the same content; an English version is prepared for submission to the IB. If the texts differ, the Kazakh text prevails.

Monitoring

Throughout the school year, the document owner checks how the policy works in practice using the indicators below. The findings feed into the annual review.

How we monitor implementation

Indicator	Evidence	Responsible	When
Clarity of requirements	Sample of PYP and MYP tasks: whether the permitted help and the AI level are stated	PYP and MYP Coordinators	Once every half-year
Use of skills	Sample of student work: age-appropriate citation, paraphrase and stages of work	Teachers, librarian	Once every half-year
Students' and families' understanding	Results of short scenario-based tasks, and feedback	Homeroom teachers	At the start of the school year and at the review
Fairness of the procedure	In formal cases: the hearing, evidence, written reasons, the appeal route and the outcome of support	Coordinators	When a case is closed; at the half-yearly review

Indicator	Evidence	Responsible	When
Next steps	Corrective action for each weak point, with a responsible person and a deadline; an unscheduled review if a serious incident or a recurring misunderstanding is identified	Director, coordinators	At the end of the half-year
Sample and case trends	The review report states the sample size and how the sample is chosen; the sample is balanced across the PYP and MYP and across subjects. Results are not limited to a “yes/no” mark. A rise in the number of reports may also reflect growing trust: “zero misconduct” is not the only measure of success	PYP and MYP Coordinators	At the end of the half-year

Review

- The policy is reviewed every year in May–June by the policy review group: the school leadership team, the PYP and MYP Coordinators, teachers, the support team, the librarian, and student and parent representatives.
- If the law, IB or CIS requirements or the school's structure change (for example, when Grade 9 opens), the policy is reviewed earlier.
- Changes are discussed at the Pedagogical Council and approved by the Director's order. Each change is recorded in the version history, and the previous version is kept in the archive.

Appendix 1. MLA 9 citation examples

Type	Entry in the list of sources	In-text citation
Book	Author's surname, first name. Title of the book. Publisher, year.	(Author's surname page)
Web page	Author or organization. “Title of the page.” Name of the website, date of publication, URL.	(Author or organization)
AI output	“Short description of the prompt” prompt. Name of the tool, version, developer, date generated, website of the tool (URL).	(“First words of the prompt”)

If no publication date is shown, no date is made up; if needed, the date the page was accessed is given.

Quotation and paraphrase (teaching example)

- Quotation: “Data must be recorded during measurement” (Author 12).
- Paraphrase: It is important to write down a measurement result at the moment it is taken rather than recall it later (Author 12).
- This is a formatting example, not a quotation from a real book.

Appendix 2. AI use disclosure template

The student writes

“I used [name of the tool] on [date] for [purpose]. My main prompt: [...]. The part I used in my work: [...]. What I checked and added myself: [...].”

- A citation is placed where the AI output is used.
- The list of sources shows the tool, a description of the prompt and the date the output was generated.
- The saved output is made available to the teacher. A public link to the AI chat is not required, because it may expose personal data.

Appendix 3. Alignment with IB and CIS standards

The table shows how this policy meets the IB Programme standards and practices (2020) and the CIS International Accreditation Framework (2024). Because the full text of the CIS standards is available only on the members' portal, CIS references are given at the level of the Cornerstone area or Dimension. The table is used as evidence when preparing for authorization and accreditation.

Standard	Requirement	In this policy
PSP Culture 3 (0301-03)	A policy that builds a culture of ethical academic practice	“What academic integrity is and why it matters”
PSP Culture 3.1 (0301-03-0100)	The school's philosophy is clear and in line with IB guidance	“Mission, vision and values”, “What academic integrity is and why it matters”
PSP Culture 3.2 (0301-03-0200)	Rights and responsibilities, good practice and misconduct, action taken after misconduct	“Roles and responsibilities”, “Types of academic misconduct”, “The school's responses”
PSP Culture 3.3 (0301-03-0300)	Who teaches academic integrity; the five principles	“How we teach academic integrity”, “What academic integrity is and why it matters”
PSP Culture 3.4 (0301-03-0400)	Support materials, resources and structures	“Resources and learning spaces”, appendices
PSP Culture 3.5 (0301-03-0500)	Monitoring the impact of the policy; procedures are transparent, fair and consistent	“Communication, monitoring and review”
PSP Lifelong learners 4.1–4.4 (0402-04-0100…0400)	Following academic integrity guidelines, acknowledging intellectual property, a citation guide, discussing the importance of authentic work	“Citing sources”, “Artificial intelligence and digital tools”
PSP Culture 6.1–6.5	Links between policies, spaces, resources, the IB learner profile	“Links with other policies”
IB Academic integrity policy, Appendix 6	AI output is disclosed and is not regarded as the student's own work	“Artificial intelligence and digital tools”
CIS: Guiding Principles	Ethics, socially responsible citizenship	“What academic integrity is and why it matters”, “Responsibilities of staff and the school”
CIS: Learning	Responsible and ethical use of AI and digital tools	“Artificial intelligence and digital tools”
CIS: Well-being	Not accusing students in public; support; child protection	“What we do when there is a concern”

Appendix 4. References

1. Law of the Republic of Kazakhstan “On Education” No. 319-III of 27 July 2007, Article 1, point 2-1 (the concept of academic integrity), Article 3, point 9 (as amended by Law No. 148-VIII of 30 December 2024).
2. Law of the Republic of Kazakhstan “On Artificial Intelligence” No. 230-VIII of 17 November 2025 (as amended by Law No. 326-VIII of 24 June 2026).
3. Law of the Republic of Kazakhstan “On Personal Data and their Protection” No. 94-V of 21 May 2013 (as amended).
4. Model Rules for Ongoing Monitoring of Academic Performance and Intermediate and Final Attestation of Students (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 125 of 18 March 2008; edition of 17 September 2026).
5. “Adal Azamat” (Honest Citizen) values education programme (Order of the Minister of Education of the Republic of Kazakhstan No. 123 of 26 May 2025).
6. International Baccalaureate. Academic integrity policy (2019, with updates; the current version is on the IB Programme Resource Centre).
7. International Baccalaureate. Statement from the IB about ChatGPT and artificial intelligence in assessment and education (1 March 2023; accessed on the IB website in October 2026).
8. International Baccalaureate. Effective citing and referencing (current edition).
9. International Baccalaureate. Programme standards and practices (2018, updated 2020).
10. MLA Handbook, 9th edition (2021).
11. Council of International Schools. CIS International Accreditation Framework (2024); CIS Code of Ethics. https://www.cois.org

Version history

Version	Date	Changes	Approved by
1.0	2026	First edition.	Pedagogical Council
2.0	___ 2026	The five policies were brought into one structure, language and set of procedures; IB and CIS requirements were added.	Director