



MUHAMMAD AL-KHWARIZMI
SPECIALIZED SCHOOL



ACADEMIC INTEGRITY POLICY

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**Muhammad al-Khwarizmi Specialized School
Academic Integrity Policy**

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Authors:

IB MYP coordinaor (Lead Author)

Subject Teachers

Approved by:

Fazliddin Ismailov – Head of school

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“Teaching and learning promote the understanding and practice of academic honesty.”

Programme Standards and Practices (C3, 4), January 2014

1. School philosophy on academic integrity

Muhammad al-Khwarizmi Specialized School (Hereinafter – MAKSS) promotes academic integrity as a core value aligned with the IB Learner Profile attribute Principled. Academic honesty ensures fairness, integrity, and respect for intellectual property across the school community.

This Policy provides understanding of the principles of the academic honesty by all members of the school community guarantees protection of copyright of works of pupils seeks to support the principles of academic honesty as propagated by the IB Learner Profile attribute, i.e., Principled which describes students as acting with “integrity and honesty...” (IBO, 2009) defines the concept of plagiarism and unfair academic practice regulates actions of teaching staff and administration in case of violation of the principles of academic honesty.

2. Categories of Academic Misconduct and Consequences

Academic misconduct includes behaviours that violate principles of honesty, fairness, trust, respect, and responsibility. This includes following categories:

Category	Definition
Plagiarism:	Presenting another person’s work or ideas without appropriate acknowledgment.
Collusion:	Inappropriate collaboration on tasks intended for independent completion.
Duplication of Work:	Submitting the same or substantially similar work for multiple assessments without approval.
Fabrication/Falsification:	Inventing or misrepresenting data, records, or references.
Cheating:	Dishonest conduct during examinations or assessments.
Unauthorised Use of AI or Digital Tools	Using AI or digital resources without proper disclosure or in violation of guidance.
Other Misrepresentation:	Any act intended to deceive or gain unfair academic advantage.

3. Use of Artificial Intelligence (AI) Tools

MAKSS recognizes that artificial intelligence tools may support learning when used ethically and transparently.

Students may use AI tools in a moderate and appropriate manner, such as for brainstorming, language support, grammar checking, or research guidance, provided that such use is clearly acknowledged and does not replace independent thinking or original work.

Submitting AI-generated content as one's own, using AI to complete assignments without disclosure, or bypassing the learning process constitutes academic malpractice. Teachers provide age-appropriate guidance on acceptable AI use and may require students to explain how AI tools contributed to their work.

Responsible Use of Artificial Intelligence

At MAKSS, academic integrity is defined as acting with honesty, fairness, trust, respect, and responsibility in all aspects of academic life. This means that:

- All student work must reflect the student's own effort and understanding;
- Sources, ideas, and contributions of others must be acknowledged appropriately;
- Assessments must be completed authentically without plagiarism, collusion, or other forms of misconduct;
- Digital and Artificial Intelligence (AI) tools must be used responsibly, transparently, and only in authorized contexts.

AI use within the school is therefore guided by the following principles:

- **Integrity and Transparency:** Integrity is a core value founded on honesty, responsibility, and pride in authentic work. Students should take ownership of their learning and value originality. Any use of AI must be openly acknowledged; undisclosed or unauthorized use is academic misconduct;
- **Educational Value:** AI may support exploration and research, but student work is expected to demonstrate individual understanding, reflection, and ownership;
- **Skill Development:** Students are explicitly taught how to evaluate, reference, and ethically integrate AI-generated content, fostering digital literacy and responsibility;
- **Safeguarding Authentic Learning:** AI must not be used to bypass learning objectives, assessments, or creative processes. Its role is to assist, not substitute, genuine effort.

This definition and philosophy align with the IB Academic Integrity Policy (2022) and ensure that both traditional and digital forms of learning at MAKSS reflect the highest standards of honesty, fairness, and responsibility.

4. Distinction between collusion and legitimate collaboration

As stated by the International Baccalaureate Organization (IBO, 2009), “Collaboration may be loosely defined as working together on a common aim with shared information which is an open and cooperative behavior that does not result in ‘allowing one’s work to be copied or submitted for assessment by another’” (IBO, 2009 ; Gdynia Gymnasium, n.d.).

5. Responsibilities relating to Academic honesty

Students, parents, teachers, and school leadership share responsibility for upholding academic honesty. The school provides guidance, instruction, and procedures for preventing, identifying, and addressing malpractice.

It is the responsibility of students to:

- act in a responsible and ethical manner throughout their participation in the programme and assessments avoid any form of academic dishonesty and unfair performance advantages follow the age-appropriate acceptable and unacceptable behavior norms outlined in Section 5.
- live up to the IB Learner Profile. In particular, the characteristic of Principled: To act with integrity and honest, with a strong sense of fairness and justice, and with respect for the dignity and rights of people anywhere; (IBO, 2014)
- take responsibility for their actions and their consequences. (IBO, 2014)

It is the responsibility of parents / guardians to:

- support and help their children to avoid cheating, plagiarism, and falsification and submit assignments on time by explaining the importance of academic honesty;
- model respect for the Academic Honesty Policy by discussing examples of acceptable and unacceptable behavior;
- praise their children when they finish work before the deadline and take responsibility for their work;
- encourage their children to plan ahead when preparing for formative and summative assessments.

It is the responsibility of the school to:

- develop the curriculum across all discipline areas that enables students to gradually build the habits of academic honesty;
- provide support and training for students, teaching staff and administration; ensure that students follow basic principles of academic honesty appropriate for their age level;
- ensure that all members of the school community understand the value and the concept of academic honesty;
- communicate the regulations and instructions on the prevention, detection and investigation of malpractice to all members of the school community;
- Monitor and review reported cases to identify patterns and strengthen preventive measures.

It is the responsibility of teachers to:

- read the IBO Academic Honesty Guideline documents;
- highlight the importance of academic honesty and explain the risks of violating it in the context of their subject;
- support students in preparing work for assessment to ensure they comply to relevant requirements;
- educate students to respect intellectual property;
- explain what academic honesty means in specific terms for both students and parents;
- introduce students to as well as practice referencing and citing rules;
- encourage students to express their own thoughts and create their own works;
- establish as well as they can, and to the best of their knowledge, that all students' work that are accepted or submitted for assessment is their original work;
- support and act on the academic honesty policies of both the school and the IBO;
- provide students with advice on good academic practices and simultaneously act out such practices.

It is the responsibility of librarian to:

- educate and support students in ethical research, citation, and referencing practices through lessons and individual guidance.
- promote responsible use of information and AI tools, helping students understand proper acknowledgment and academic honesty.
- maintain and update academic integrity resources, such as citation guides and Turnitin or AI-use protocols, accessible to both students and staff.

- collaborate with teachers and the MYP Coordinator to ensure consistent application of integrity standards across all subjects.
- support documentation and record-keeping of academic integrity education and confirmed cases to strengthen transparency and prevention.

1.1 Resources to support academic honesty

MAKSS promotes academic honesty as a character disposition, in line with the Principled IB Learner. The school uses a number of avenues to achieve this aim, including:

- ✓ Introduction and frequent reminder of the school policy
- ✓ Publication of the school policy on the MAKSS website
- ✓ Reference to the school policy in the student handbook
- ✓ Training for teachers in how to identify and investigate potential cases of academic malpractice
- ✓ Inclusion of referencing and citation skills in all classes
- ✓ Link to the PURU and other websites for citation and referencing support

2. MYP guidelines

An academically honest MYP student

Should	Should not
<ul style="list-style-type: none"> • keep and maintain accurate, personal course notes • understand and abide by the school's expectation concerning academic honesty • acknowledge, in an appropriate referencing format, help from another source/site/etc. • ask beforehand what kind of external help is permissible • use the MAKSS's convention for citing and includes a bibliography • follow all formative and summative assessment rules • understand that collusion and collaboration are different and collaboration is allowed 	<ul style="list-style-type: none"> • copy work of another student • give another student his/her work to copy • do the homework of another student • Submit work done by another student, a parent, a friend or a private tutor • use notes during a test unless allowed to by the teacher or the formative and summative assessment rules • use devices to help them have an unfair and dishonest advantage. • hide content on their persons to help them on assessments and examinations

2.1 Examples of conventions for acknowledging authorship

MAKSS follows the APA 7 conventions for citations and references. Information and examples of how to use APA style are readily available from the APA, or from a multitude of university websites, including the resources section of the Presidential University of the Republic of Uzbekistan site.

Example reference for a journal article

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256.

<https://doi.org/10.1037/edu0000696>

In text citation:

According to Edwards et al. (2022), there is a statistically significant relationship between test instrument and student result.

3. Consequences of academic malpractice in MYP

If a student has committed academic malpractice, the teacher sends a written request to the Vice Principal and encloses any relevant student work as evidence of academic dishonesty. The Vice Principal carries out a full and impartial investigation into the matter based on the facts and supporting material presented. Upon confirmation of academic malpractice, penalties will be applied. The Vice Principal will inform parents of the results of the investigation and the following actions will be taken:

In the MAKSS, academic misconduct is viewed as a breach of honesty and responsibility in learning. Sanctions are educational and corrective, helping students understand integrity and prepare for the expectations of the MYP. They escalate according to the seriousness and frequency of the offence, following the principles of fairness, consistency, and accountability.

1st offense

The teacher informs the Vice Principal of the incident in writing.

The student is provided support and guidance to avoid future academic malpractices by the teacher.

The student will receive a different task that covers the same assessment criteria.

The parents will receive a warning letter about the consequences of academic malpractice.

2nd offense

The teacher informs the Vice Principal of the incident in writing.

The student will not receive credit for the work.

The Vice Principal meets with the student, parents and teacher

3rd offense

The teacher informs the Vice Principal of the incident in writing.

The student will not receive credit for the work.

The Vice Principal and Head of School meet with the student, parents and teacher to decide on further actions according to Ministry of preschool and school education policy.

4. Academic Honesty policy review and communication process:

1. A review of this academic honesty policy is subject to the following conditions: a review will take place every year in or when there are changes in the IB policy/stipulations or when required.
2. The school administration reviews/revises the academic honesty policy.
3. The Lead teachers in turn take it to their respective department for discussion and feedback.
4. The revised academic honesty policy (which is in line with the IBO guidelines) is approved and finalized and shared by the school administration.
5. The latest version of this document is available for download on the school website.

Links to Other Policies

The Academic Integrity Policy is integrated into the school's broader policy framework and operates in close alignment with other key policies. Together, these policies promote a culture of integrity, equity, and accountability throughout all aspects of school life.

Assessment Policy – Emphasizes the importance of authentic student work, ensuring that assessment, grading, and reporting accurately represent students' own achievements and comply with IB assessment principles.

Language Policy – Supports ethical and responsible multilingual practice by guiding students in the appropriate and respectful use of sources in their first language, English, and other languages of learning.

Inclusion Policy – Ensures fair access and support for all learners, acknowledging that students may require differentiated approaches to understanding and applying academic integrity, while maintaining consistent expectations for all.

Admissions Policy – Establishes clear expectations for honesty and responsible conduct at entry, linking admission decisions to a student's readiness to participate ethically within the school's academic community.

Policy Monitor

The Academic Integrity Policy is maintained through systematic monitoring, ongoing professional learning, and transparent communication, ensuring continued relevance and alignment with IB requirements.

Monitoring

All cases of academic misconduct are documented in a centralized system and reviewed each term by the IB Coordinator and the Academic Affairs Office. Trends are examined to identify potential risks, guide staff development, and enhance preventive practices.

Staff Training

Teachers participate in annual professional development focused on academic integrity, digital ethics, and the responsible use of artificial intelligence. New staff members receive induction training to ensure consistent application of standards across the school.

Support Tools

Digital tools, including similarity-detection software, may be used for instructional and preventive purposes to promote correct referencing, originality, and reflective learning practices.

Updated Acknowledgements (October 2023)

The following Sources were consulted during the process of updating this policy document:

1. International Baccalaureate Organization (2014) *Effective citing and referencing*
2. International Baccalaureate Organization (2014) *Academic honesty in the IB educational context*
3. International Baccalaureate Organization (n.d.) *Academic honesty in the Middle Years Programme* (e-brochure)
4. International School of Astana (2017) *Academic Honesty Policy*
5. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>