

DHAHRAN AHLIYYA SCHOOLS

ACADEMIC HONESTY POLICY

2/2018

Committee Members

Directors
Supervisors
Teachers
Students
Parents

Dhahran Ahliyya School is a not-for-profit organization that was founded for the purpose of providing the best possible education to its students in order to fulfil its mission and vision.

DAS MISSION

Inspired by the principles of Islam, the mission of Dhahran Ahliyya Schools is to empower each student to be a compassionate, thinking, lifelong bi-lingual learner who makes a positive difference, locally and globally.

DAS VISION

Our vision is to provide a world-class education with an Arab and Islamic identity through a pioneering learning community that is sustainable and socially responsible.

In order to reach our vision, we have adopted the International Baccalaureate.

IB MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB LEARNER PROFILE

Inquirers:

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable:

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers:

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators:

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled:

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded:

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring:

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers:

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced:

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective:

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

DAS EDUCATIONAL PHILOSOPHY

We believe that excellent education touches both the hearts and minds of students, developing their intellectual, personal, emotional and social skills to learn and work in a rapidly changing and globalizing world. Moreover, it should provide them with a sense of belonging in their own country while also an openness to their roles as citizens of the world, committed to taking action to help make their world a better place.

We believe that this kind of education is best provided through a collaborative, constructivist learning process that is based on inquiry, action and reflection. It should result in meaningful, rigorous, interdisciplinary academic learning which students apply to solution of real problems while, at the same time, developing the attributes described in the IB Learner Profile and the attitudes that support lifelong learning. In our approach, assessment plays an important role and must be multi-faceted and integrated in the process of learning and planning.

We believe that language is central to intellectual, social, cultural, and emotional development and, therefore, every teacher is a language teacher. Our goal is to honor and support the development of both Arabic and English. We highlight the transdisciplinary nature of language learning by teaching the academic language through content in both English and Arabic.

We believe that the consistency of a positive, supportive climate of respect, safety, and responsibility is essential. All our students deserve equal opportunity and should be treated with equal respect and dignity. However, we also recognize that to be fair to all, we need to differentiate in kinds and amounts of instruction and learning support.

DAS COMMITMENT: FOUR CRITERIA FOR EVALUATING DAS EDUCATIONAL PROGRAMS

1. STUDENTS FEEL safe in the school, confident that they will be respected and not exposed to any kind of bullying – physical or emotional, from adults or fellow students.

2. STUDENTS FEEL that what they are studying is useful to them all the time and interesting to them at least 65% of the time.
3. STUDENTS FEEL that they are being asked to apply higher level thinking skills to their learning and that they are not being asked simply to memorize except in those few instances when it is absolutely necessary.
4. STUDENTS FEEL that they are able to succeed in doing the work assigned and are confident that if they have trouble they will be able to find assistance from teachers who will help them LEARN, not simply help them get good grades

DAS STRATEGY FOR CONTINUOUS DEVELOPMENT

Our methodology for ensuring continuous development is based on the culture of the pioneering professional learning community (PLC), which requires the ongoing learning of every individual in the school, regardless of age or position. Learning must be both individual and collaborative through an iterative process of inquiry, action, and reflection best represented by the Feedback Spiral, shown below. (“Habits of Mind”, Costa and Kallick, 1995)

This process is guided by research-based, internationally recognized standards for student learning. Progress is also supported by the DAS Four Criteria for Evaluating the School Program (see above), and Standards for Good Teaching and Standards for Good Work shown in the DAS Plan for Continuous Progress in Learning (PCPL). Progress is assessed by instruments geared to all those same standards and new plans are designed on the basis of reflection on results. Maintenance of the culture of the professional learning community also requires clear, announced and updated policies and procedures which are applied consistently by all concerned. Other essential components of the culture are best represented by the DAS Pillars, shown below.

DAS METAPHORS

Laboratory Community Family

DAS PHILOSOPHY ON ACADEMIC HONESTY POLICY

The DAS community embodies a spirit of mutual trust and intellectual honesty that is central to the Islamic values, school mission, and the IB Learner Profile and represents the highest possible expression of shared values among the members of the school community. Students who commit themselves to upholding the following Honor Code which expresses these values will be instilled with a sense of integrity and personal achievement that will support long-life learning and success.

IN PRIMARY YEARS PROGRAMME (PYP):

The PYP Program is an inquiry based program and culminates in the PYP Exhibition, which is at Grade 5. This is a collaborative, transdisciplinary inquiry which involves students in identifying, investigating and offering solutions to real-life issues or problems. In doing the research necessary to carry out this challenging task, students will encounter and use many different sources which they need to acknowledge properly.

Our students need to understand the importance of acknowledging others' ideas and work. They have to learn that they cannot copy and paste work from the internet or books and hand it as if it is their own. We need to teach them how to summarize ideas and help them develop the understanding that, while it is acceptable to share ideas and work, we need to recognize whose ideas/work we are using. We also, need them to be aware that this also applies on using friends and family members work.

The following table outlines our expectations for students at each grade level

Grade level	Expectations
KG	Identify the source clearly (book, internet website, person...) .
1-2	Identify the type ,title and the author of the source.
3-4	Hand in their work in their own words. Begin to record the author and title of the source. Not copy or allow others to copy their work.
5	Hand in work which uses their own words and ideas and not copy or allow others to copy their work. Record the author, title, publisher and year of publication. Record the title of website, URL and date accessed. Reference images.

Students have to acknowledge their sources whenever presenting research work, depending on the expectation for the grade level. All class teachers are responsible for modelling and fostering good practices.

IN MIDDLE YEARS PROGRAMME (MYP):

“In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students’ developing competencies in self--management, research and communication. [...] MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.” (IBO, 2014)

REFERENCING IN THE MYP:

Students are expected to use proper citation starting Grade 6 in all subject areas according to MLA / APA format. This includes lists of works at the end of documents and in-text citation. Students are required to cite images and any other intellectual property they use in their work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student’s

background reading. The following table outlines our expectations for students at each grade level:

Grade level	Expectations
MYP 1	Understand the importance of giving other people credit for their work, ideas etc. Use text and electronic resources for research purposes Paraphrase and summarize source material Acknowledge direct quotations with an in-text citation Use simple ways to acknowledge information derived from electronic sources Compile a reference list according to MLA/APA
MYP 2	Knows what defines academically honest behaviour in a variety of situations (incl. tests) Use strategies for evaluating reliability and validity of source material Acknowledge sources informally in writing and speech
MYP 3	Develop a variety of note taking skills Paraphrase and summarize and adapt source material
MYP 4	Consider bias in reference materials Use strategies for evaluating reliability and validity of sources material
MYP 5	Develop techniques for using translated material Develop formal skills for acknowledging source material according to a recognized convention (MLA/APA) Apply fair use guidelines and respect intellectual property

IN INTERNATIONAL SECONDARY PROGRAM

Students are expected to use proper citation starting Grades 11 and 12 in all subject areas according to MLA /APA format. This includes lists of works at the end of documents and in-text citation. Students are required to cite images and any other intellectual property they use in their work. Bibliographies and annotated bibliographies should only be used when requested on a task, which

also outlines the student’s background reading. The following table outlines our expectations for students at each grade level:

Grade level	Expectations
Grade 11	Have a variety of note taking skills Use techniques for acknowledging information sources within text Paraphrase, summarize and adapt source material Use different strategies for evaluating reliability and validity of source material Develop techniques for using translated material
Grade 12	Gather data for research assignments Write a research paper Compile in-text citations and a reference list according to MLA/APA Apply fair use guidelines and respect for intellectual property

OFFENSES & CONSEQUENCES OF ACADEMIC DISHONESTY IN MYP & ISP

Students attending DAS are expected to conduct themselves honorably in pursuit of their education. Cheating, plagiarism, and fraud violate ethical codes of conduct and will not be accepted at DAS.

OFFENSES:

A. Cheating

Examples of cheating include but are not limited to:

- copying another person’s work;
- allowing another person to copy your work;
- using unauthorized notes, aids, or written material in any form;
- talking, copying from another person’s paper, or giving or receiving information by signs, gestures, or deception during any type of assessment;

- using notes or any kind of information without permission during assessments;
- sharing or publishing assessments or part of them without permission;

B. Plagiarism

Examples of plagiarism include but are not limited to:

- presenting someone else's work as your own including the copying of language, structure, programming, computer code, ideas, and/or thoughts of another without proper citation or acknowledgement;
- copying word for word, without using quotation marks or giving credit to the source of the material;
- having somebody else do assignments which are then submitted as one's own work.

C. Falsification/Lying

Examples of falsification/lying include but are not limited to:

- making an untrue statement verbally or in writing with the intent to deceive;
- creating false or misleading impressions;
- forgery of official signatures;
- claiming submission of work and accusing others of losing or destroying it;
- assuming a false identity (or asking others to do the same) in order to deceive teachers or administrators;
- tampering with grades or answers on returned graded papers and requesting a higher grade.

RESPONSIBILITIES:

A. Students will...

- sign the pledge with their parents at the start of every school year.
- exercise academic honesty in all aspects of their work.
- prepare sufficiently for all types of assessments.
- seek extra help from teachers according to their needs.
- use proper documentation of all sources on assignments.
- use technology responsibly and in accordance with school/teacher norms and expectations.

B. Teachers will...

- develop, model, and sustain ethical practices within the classroom setting.
- consider the demands of student time and only assign tasks/assessments necessary to meet the objectives.
- report violations to the administration.
- confer with those who violate the Honor Code.
- contact student's parent or guardian regarding a violation.
- record a failing grade for the assignment.

C. Parents will...

- sign the pledge with their child at the start of every school year.
- discuss the Honor Code with their child to ensure understanding.
- encourage their child to maintain high standards with regard to integrity, honesty, and personal responsibility.
- support faculty and administration in enforcing the Honor Code.
- guide their child to make careful course selections to avoid excessive course loads and/or extra-curricular commitments.

D. The administration will...

- ensure that all faculty, students, and parents receive the Honor Code.
- help contribute to a school-wide environment that encourages adherence to the Honor Code.
- provide comprehensive and regular staff trainings on the Honor Code.
- maintain accurate records of Honor Code violations.
- ensure that the Honor Code is being applied consistently throughout the school.
- publish the Honor Code on the school website.

FIRST OFFENSE (AND ALL SUBSEQUENT OFFENSES):

- The student will be immediately referred the administration and counselor for information purposes and to be recorded in their permanent record.
- The parent will be contacted by teacher regarding the violation.
- The student will be asked to do the work again under the supervision of the teacher.

Second Offense:

- The student will be immediately transferred to the administration for disciplinary action.
- A conference which includes the student's administrator, teacher, counselor, parent, and the student will be held.
- If the student is a member of any extra-curricular activities (including but not limited to clubs, sports teams, or honor societies), the student's administrator will notify the sponsor of the society of the violation.
- The student will be excluded from any local/international trips with these groups.
- The society will decide additional consequences for the member according to the group's by-laws.

Third Offense (and all subsequent offenses):

- The administrator will notify immediately the student's parents.
- A conference which includes the student's administrator, the teacher, the counselor, the parent, and the student will be held. Consequences for any additional violations of the Honor Code will be discussed at that time. Alternative discipline may be assigned as well.
- If the student is a member of any extra-curricular activities (including but not limited to clubs, sports teams, or honor societies), the administrator will notify the sponsor of the society of the violation.
- The student will be removed from all extra-curricular activities and excluded from any further participation in such activities.
- Forfeiture of credit for the work and a failing grade (0% or F) on the assessment
- The student will not be permitted to continue at DAS for the next year.

Bibliography

The following documents were consulted in the process of developing this policy:

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