



DHAHRAN AHLIYYA SCHOOLS

ACADEMIC INTEGRITY POLICY

Last Update August 2026

Academic Integrity Committee Members:

- Vice Presidents of Academic Affairs/IB Coordinators
- Principals
- Academic Coaches
- Teachers
- Students
- Parents

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1. INTRODUCTION

1.1 DAS MISSION

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

1.2 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.

1.3 THE INTERNATIONAL BACCALAUREATE'S MISSION STATEMENT

The International Baccalaureate (IB) aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

1.4 THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners, we strive to be:

-  **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 integrity, 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 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, (spiritual), 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.

1.5 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 developing world. Moreover, it should provide them with a sense of belonging in their own country as well as an openness to their roles as citizens of the world, who are 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 in the 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. 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 the kinds and amounts of instruction and learning support.

1.6 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 which is best represented by the Feedback Spiral. ("Habits of Mind," Costa and Kallick, 1995)

The DAS Four Criteria and Standards for Good Teaching and Standards for Good Work shown in the DAS Plan for Continuous Progress in Learning (PCPL) also support evaluating the programme. 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 professional learning community's culture also requires clear, announced, and updated policies and procedures that are applied consistently by all concerned.

2. DAS PHILOSOPHY ON ACADEMIC INTEGRITY POLICY

The DAS community embodies a spirit of mutual trust and intellectual integrity central to the Islamic values, school mission, and the IB Learner Profile. It represents the highest possible expression of shared values among the school community members. Students, teachers, and parents are expected to commit to upholding the academic integrity policy. The school believes that by doing so, these values will be instilled in the community.

2.1 WHAT IS ACADEMIC INTEGRITY?

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment. It is influenced and shaped by various factors, including peer pressure, culture, parental expectations, role modeling, and taught skills.

An authentic piece of work is based on the student's unique and original ideas, with others' ideas and work fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use the student's own language, expression, and ideas. Where the ideas or work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

2.2 ACADEMIC INTEGRITY AND THE IB PROGRAMME

The IB Learner Profile states that students are principled, meaning "acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere" (MYP: From Principles into Practice, p. 38). As such, students should submit their assignments with integrity. Upholding academic integrity also promotes equitable learning by providing students with a fair opportunity to demonstrate the knowledge and skills they gain during their schooling.

Approaches to learning, on the other hand, help students "learn how to learn". They are essential for the Primary Years Programme (PYP) and Middle Years Programme (MYP) where inquiry, action, and reflection are promoted in teaching and learning. Approaches to learning (ATL) help foster academic integrity by teaching students the requisite skills to accomplish learning goals ethically. The ATL skills are:

- Self-management skills
- Social skills
- Communication skills
- Thinking skills
- Research skills

3. ACADEMIC INTEGRITY IN VIRTUAL LEARNING SETTING

Academic integrity is as important in the virtual teaching and learning setting as it is in the physical learning setting. Whether students are in a classroom or learning remotely, DAS strongly believes that preserving academic integrity is crucial.

The school uses Turnitin – a software that helps to identify work that was taken from any other source without citation. This software helps to compare the student’s work against other work for originality.

Other methods used at DAS to help the students avoid plagiarism include, but are not limited to:

1. Providing carefully designed and detailed rubrics for each assignment so that the students understand exactly how each assignment is graded.
2. Using a variety of assignments that don’t give the option of cheating or plagiarism.
3. Customizing assessments to assess real-world issues or help the students in solving real problems so that cheating becomes impossible.
4. Giving open-book assessments where possible to ensure that the test assesses the students’ conceptual understanding as opposed to rote learning.
5. Proctoring tests in the online setting meticulously to ensure no cheating takes place.
6. Discussing online learning essential agreements or expectations.

4. ACADEMIC INTEGRITY BY PROGRAMME

4.1 IN PRIMARY YEARS PROGRAMME (PYP)

The PYP is an inquiry-based programme and culminates in the PYP Exhibition, which occurs in Grade 5. This is a collaborative, transdisciplinary inquiry in which students identify, investigate, and offer 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. Students cannot copy and paste work from the internet or books and hand it in as their own. While it is acceptable to share ideas and work, students must recognize whose ideas and work are used. Students need to be aware that this also applies to using friends and family members' work.

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

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 author of the source.
3-4	Hand in their work in their own words. Record the author and title of the source. Do not copy or allow others to copy their work.
5	Hand in work that uses their own words and ideas and do not copy or allow others to copy their work. Record the author, title, publisher, and year of publication. Record the title of the website, URL, and date accessed. Reference images.

4.2 IN MIDDLE YEARS PROGRAMME (MYP)

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

Students are expected to use proper citation starting in MYP Year 1 in all subject areas according to MLA/APA format. This includes lists of works at the end of documents and in-text citations. 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 outlines the student's background reading. The following table outlines our expectations for students at each grade level:

Grade Level	Expectations
MYP 1	• Develop a variety of note-taking skills. • Evaluate and use an appropriate source with guidance. • Know what defines an academically honest behavior in a variety of situations (including tests). • 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. • Use the agreed referencing style with guidance.

MYP 2	• Develop a variety of note-taking skills. • Evaluate and use an appropriate source with guidance. • Know what defines an academically honest behavior in a variety of situations (including tests). • Use strategies for evaluating reliability and validity of source material. • Acknowledge sources informally in writing and speech. • Use the agreed referencing style with guidance.
MYP 3	• Develop a variety of note-taking skills. • Paraphrase and summarize and adapt the source material. • Develop, evaluate, and use an appropriate set of sources with some guidance. • Use the agreed referencing style with some guidance.
MYP 4	• Consider bias in reference materials. • Select, evaluate, and use a variety of appropriate sources independently. • Use strategies for evaluating reliability and validity of source material. • Use the agreed referencing style independently.
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. • Select, evaluate, and use a variety of appropriate sources independently. • Use the agreed referencing style independently.

4.3IN DP, CP, AMERICAN DIPLOMA AND MASARAT PROGRAMMES

Students are expected to use proper citations in grades 10 through 12 in all subject areas according to MLA/APA format. This includes lists of works at the end of documents and in-text citations. 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 outlines the students' background reading. The following table outlines our expectations for students at each grade level:

Grade Level	Expectations
Grade 10	• 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. • Select, evaluate, and use a variety of appropriate sources independently. • Use the agreed referencing style independently.
Grade 11	• Have a variety of note-taking skills. • Use techniques for acknowledging information sources within the text. • Paraphrase, summarize, and adapt source material. • Use different strategies for evaluating the 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.
DP/CP	• Have a variety of note-taking skills. • Use techniques for acknowledging information sources within the text. • Paraphrase, summarize, and adapt source material. • Use different strategies for evaluating the reliability and validity of source material. • Develop techniques for using translated material.

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- 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.
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4.4 CITATIONS IN RESEARCH

At Dhahran Ahliyya Schools, we are committed to fostering a culture of academic integrity and ensuring that students understand the importance of proper attribution in their research. As part of our efforts to promote ethical scholarship, we require all students to follow the APA (American Psychological Association) citation style for documenting sources in their research papers, projects, and assessments. This aligns with best practices in academic writing and supports the development of responsible research skills.

🔗 Importance of Citations

Citations serve several critical functions in academic work:

1. **Acknowledging Sources:** Citations give credit to the original authors and creators of the ideas, research, or work you use in your own.
2. **Avoiding Plagiarism:** Proper citation is essential to avoid plagiarism, the unethical act of presenting someone else's work or ideas as your own.
3. **Strengthening Your Work:** Citations provide evidence for your arguments and demonstrate the depth of your research by connecting your work to the broader academic conversation.
4. **Academic Integrity:** Following proper citation practices shows a commitment to academic integrity.

If you make a video essay, it is necessary that you overlay your sources at the end.

How to avoid collusion:

1. Students should protect their ideas and work and should not allow others to copy or submit their work.
2. During group work, teachers should ensure that all students participate and contribute to the task. Any concerns about participation should be addressed with the teacher.

3. Students must produce original work and develop their own conclusions and assessments. In collaborative tasks, each student is responsible for their own contribution. When individual work is required, students must not submit the same work as another student, as this may be considered collusion.

How to avoid misconduct during a test or exam:

1. Students must complete all test or exam work independently and ensure that their responses reflect their own thinking and understanding.
2. Students must not communicate, cooperate, or share answers with others during a test or exam.
3. Students must not copy another student's work or allow another student to copy their work. All submitted responses must be the student's own.

🌀 Further Recommendation

Citation rules:

- **For books:** Last name of author, first initial. (Year of publication). Title of book. Publisher.
- **For journal articles:** Last name of author, first initial. (Year of publication). Title of article. Title of Journal, volume number (issue number), page range.
- **For websites:** Last name of author, first initial. (Year of publication). Title of webpage. Website name. URL

4.5 CONSEQUENCES OF ACADEMIC MISCONDUCT:

We strive to develop students who are morally upright and take responsibility for their work. While it is our primary goal to develop academic integrity in our students so they can be honest, fair and take charge of their studies and academic work, academic dishonesty will result in consequences. A reference document will be provided to show the consequences when academic dishonesty is displayed.

Students new to the school and/or with limited English:

When making any subsequent judgments, consideration will be given to the student's cultural background, emotional adjustment to the school, and participation in the IB programme. In these situations, the mentor and, if necessary, the English language acquisition teacher will be consulted for advice. No concessions will be granted for language or cultural adaptation in the case of external assessments.

5. ACADEMIC DISINTEGRITY INCIDENTS

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.

5.1 CHEATING

Examples of cheating include but are not limited to:

- Copying another person's 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.

5.2 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 codes, ideas, and/or thoughts of another without proper citation or acknowledgment.
- Copying word for word, without using quotation marks or giving credit to the source of the material.
- Misusing quotation marks, paraphrasing, and in-text citations which make authorship unclear.
- Failing to identify the source of nonverbal work elements (i.e., painting, photo, video, etc.) that you've derived your work from.
- Using online language translators unless explicitly allowed.

5.3 COLLUSION

Examples of collusion include but are not limited to:

- Helping someone else cheat both deliberately and through support.

- Allowing your work to be copied and submitted by another student.
- Working with a student on an individual assignment without the teacher's permission.
- Sharing the answers of an individual assignment with friends or peers.
- Sharing information about assessment content and questions with other students.
- Having somebody else do assignments which are then submitted as one's own work.

5.4 DUPLICATION OF WORK

Examples of duplication of work include but are not limited to:

- Submission of the same work for different assessment components or curriculum components.
- Failure to submit original work for the course unless discussed with the instructor in advance.

5.5 MISCONDUCT

Examples of misconduct include but are not limited to:

- Any act that potentially threatens the integrity of IB examinations and assessments that can happen before, during, or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.
- Disruptive behavior and communicating with others during the examination.

5.6 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.
- Forging 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.

6. RESPONSIBILITIES

6.1 STUDENTS WILL...

- Sign the pledge with their parents at the start of every school year.
- Exercise academic integrity 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.
- Be allowed to make mistakes during the process of research and make changes during the editing and reviewing processes.

6.2 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 Academic Integrity Policy.
- Contact student's parents or guardians regarding a violation.
- Record a failing grade for the assignment.
- Educate students on the most efficient use of AI to support their work rather than plagiarize using AI tools.
- Explicitly teach the students about referencing styles (MLA and APA) through planned workshops and regular teaching sessions.
- Inform the students of the use of Turnitin to check for plagiarism.

6.3 THE LIBRARY STAFF WILL...

- Support the implementation of the academic integrity policy at school.
- Develop a thorough understanding of the academic integrity policy.
- Run sessions with all students to raise awareness about academic integrity.
- Looks for resources in the library and other libraries online.

6.4 THE PROJECT COORDINATOR AND THE EXTENDED ESSAY COORDINATOR WILL....

- Support teachers by providing training on academic integrity policy.
- Support teachers by providing training on referencing styles.
- Provide training on the use of tools such as Turnitin.
- Help in the implementation and enforcement of the policy.

6.5 PARENTS WILL...

- Discuss and sign the Academic Integrity Policy pledge with their child at the start of every school year.
- Encourage their child to maintain high standards about integrity, honesty, and personal responsibility.
- Support faculty and administration in enforcing the Academic Integrity Policy.
- Guide their child to make careful course selections to avoid excessive courses loads and/or extra-curricular commitments.
- Have access to the policy through school website.
- Sign the acknowledgement form and return it to school.

6.6 THE ADMINISTRATION WILL...

- Ensure that all faculty, students, and parents receive the Academic Integrity Policy.
- Help contribute to a school-wide environment that encourages adherence to the Academic Integrity Policy.
- Provide comprehensive and regular staff training on the Academic Integrity Policy.
- Maintain accurate records of Academic Integrity Policy violations.
- Ensure that the Academic Integrity Policy is being applied consistently throughout the school.
- Publish the Academic Integrity Policy on the school website.
- Ensure to expose parents to the school's academic integrity policy during the annual Open House at the beginning of the year.

7. CONSEQUENCES OF ACADEMIC MISCONDUCT

The school upholds a high standard of academic integrity. The following section outlines the sanctions of violations such as plagiarism, collusion, and cheating.

7.1 FIRST INCIDENT

- The student will be immediately referred to the administration and student counselor for information purposes, and the incident will be recorded in their permanent record.
- The parent will be contacted by the counselor regarding the violation.
- The student will be asked to do the work again under the supervision of the teacher.
- The student's guardians can appeal to the student's counselor to revisit the case and/ or disregard the first incident.

7.2 SECOND INCIDENT

- The student will be immediately transferred to the administration for disciplinary action.
- A conference that includes the student's administrator, teacher, Student's Counselor, parent, and the student will be held.
- If the student is a member of any extra-curricular activity (including but not limited to clubs, sports teams, or honor societies), the student's administrator will notify the sponsor of the extra-curricular activities of the violation.
- The student will be excluded from any local/international trips with these groups.
- The school will decide additional consequences for the member.
- Forfeiture of credit for the work and a failing grade (0% or F) on the assessment.

7.3 THIRD INCIDENT

- The administrator will immediately notify the student's parents.
- A conference that includes the student's administrator, the teacher, the student's counselor, the parent, and the student will be held. Consequences for any additional violations of the Academic Integrity Policy 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

extra-curricular activities 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.

7.4 RECORDING OF ACADEMIC INTEGRITY ISSUES:

The school counselor will keep a record of all student infringements and follow up. This record will be shared with all the necessary stakeholders.

7.5 IB SANCTIONS FOR STUDENT ACADEMIC MISCONDUCT

Possible issues of student misconduct are reported to the IB and IB sanctions are applied. The IB sanctions are applied in two main categories that are coursework and examinations.

The IB requires the school to carry an investigation in any evidence-based suspected case of student misconduct and based on the result of the investigations, the IB sanctions are applied by the IB.

Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.

For consequences for any incidents relating to academic integrity, refer to IB Academic Integrity Policy (Mar 2023) Appendix 2- Student Academic Misconduct pg. 31 to 44.

7.6 STAFF MISCONDUCT AND CONSEQUENCES

- Failure to provide clear and consistent guidelines of academic integrity to students.
- Turning a blind eye to suspected academic misconduct.
- Grading unfairly or inconsistently.
- Improper collaboration meaning working on students' assignments or projects without proper disclosure.
- Providing students with excessive assistance on assessments.

Investigation Procedure

Investigations into allegations will be coordinated by the principal in a timely manner. This will include a full investigation into the facts and circumstances of the allegation. The staff members might need to be interviewed to fact check.

The member of staff will be:

- Informed in writing of the allegation made against him or her.
- Informed what evidence there is to support the allegation.
- Informed of the possible consequences, should malpractice or maladministration be proven.
- Given the opportunity to consider their response to the allegations.
- Given the opportunity to submit a written statement.
- Informed of the applicable appeals procedure, should a decision be made against him/her.

Investigation Committee:

1. Section principal
2. Academic coach
3. Academic advisor
4. IB coordinator/Vice President of Academic Affairs

For consequences for any incidents relating to academic integrity, refer to IB Academic Integrity Policy (Mar 2023) Appendix 1- School maladministration Pg. 26-29.

8. USE OF AI (ARTIFICIAL INTELLIGENCE) TOOLS

With the increased number of AI tools and chat bots, there is a possible potential of these being used in the production of student work. Therefore, there needs to be guidelines on how these may be used in classrooms.

- a. Educating students on the most efficient use of AI to support their work rather than plagiarize using AI tools.
- b. Teachers should closely monitor the process of student learning to check for appropriate steps taken which include the directions given by the student to produce work.
- c. The student should be asked to submit a transcript of his or her entire process rather than the final product alone.

- d. Students should be obligated to explain the process of their learning journey and not submit the final task alone.
- e. Teachers should check for authenticity of ideas and objectives and not the expression of these ideas.

9. INTEGRATION OF IB POLICIES

Academic integrity is strictly enforced following the guidelines set forth in the DAS IB Academic Integrity Policy. Students with identified learning needs will receive support and accommodation based on their individual needs and guided by the DAS IB Inclusion Policy and Language Policy. Also, the Admissions Policy is considered well while admitting students into the school.

10. POLICY REVIEW

This policy will be reviewed annually by the leadership team for any necessary changes. All amendments will be shared with students, student counselors, teachers, librarians, and parents through team meetings, general conferences, and publications on the DAS website. A complete revision of the policy with all stakeholders will take place every five years.

11. FAQs

1. What is academic integrity?

Academic integrity means doing your own work honestly and giving credit to others when needed.

2. Why is academic integrity important in education?

It's like playing fair in a game – it ensures everyone has a fair chance to learn and succeed.

3. What constitutes plagiarism?

Plagiarism is using someone else's words or ideas without giving them credit. It's like copying without permission.

4. What is the difference between collaboration and collusion?

Collaboration is where a group works together equally. Collusion is where one person or two people do the work and one person or more says that they completed the work as well.

5. How can I avoid unintentional plagiarism in my work?

Always give credit when using someone else's words or ideas and learn to use citations correctly.

6. What are the consequences of academic dishonesty?

It can lead to bad grades or even more serious consequences. It's important to be honest in your work.

7. Is collaborating with classmates considered cheating?

Collaboration is great, but make sure you're not copying each other. Learn together but do your own work.

8. Can I reuse my own work from a previous class?

Check with your teacher. Sometimes it's okay, but you might need to give credit to yourself!

9. Are there specific citation styles I should follow?

Yes, each subject might have its own rules. Learn MLA and APA.

10. Where can I go for help?

You can go and see your teachers, the librarian, the MLA/APA Handbook, and the website: OWL Purdue.

11. What resources are available to help me understand and maintain academic integrity?

Guides are available in the school library, and your teachers are always there to help. Don't hesitate to ask for guidance!

12. REFERENCES

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

Academic Integrity Policy (2023) IBO

https://resources.ibo.org/ib/topic/Academic-Honesty/works/edu_11162-58121?lang=en&root=1.6.2.10.7

AICS Version 3.(2023). Academic integrity policy.

SIS. (2017). *Academic integrity policy*. Skagerak International School

UNIS. (2014). *Academic integrity policy*. United Nations International School Hanoi

HCMC. (2016). *Academic integrity policy and procedure*. European International School Ho Chi Minh City

IBO. (2014). *MYP: From Principles into Practice*. Cardiff: International Baccalaureate Organization.

IBO. (2015). Diploma Programme: *Academic Integrity*. Cardiff: International Baccalaureate Organization. IBO. (2009).

IBO. (2015). Career-Related Programme: *Academic Integrity*. Cardiff: International Baccalaureate Organization. IBO. (2015).

IBO. (2023). *Academic Integrity*. Cardiff: International Baccalaureate Organization. IBO. (Mar. 2023).

Making the PYP happen: A curriculum framework for international primary education. Cardiff: International Baccalaureate Organization.

IBO. (2011). *General regulations: Middle Years Programme*. Cardiff: International Baccalaureate Organization

Academic Integrity in the IB Educational Context, (2014), IBO, Geneva, Switzerland

Bloomfield Hills Schools. (2014, December). *MYP Academic Integrity Policy*. https://www.bloomfield.org/uploaded/Parents_Students/IB/2014-15PYPAcademicIntegrityPolicyLonePineWestHillsBloominPreschoolLP.pdf

International Baccalaureate Organization. (2014). *Academic Integrity in the Middle Years Programme*.

International Baccalaureate Organization. (2014). *Academic Integrity in the IB Educational Context*.

Encouraging academic integrity in remote, online, and in-person learning contexts

[https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/encouraging-academic-integrity-remote-online-and-person)

[tips/encouraging-academic-integrity-remote-online-and-person](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/encouraging-academic-integrity-remote-online-and-person)

APPENDICES

Appendix A

ACADEMIC MISCONDUCT ADDRESSAL PROCESS

Any form of academically dishonest conduct must be discussed in a committee before arriving at a decision. This committee could be called “Academic Integrity Committee”. This committee could include the following:

- 1. Proctor
- 2. Student Counselor
- 3. Academic Coaches of the clusters (depending on the grade level, K-2, 3-5 or 6-12)
- 4. Section Principal (Elementary or Middle and High)
- 5. Vice President of Academic Affairs / IB Coordinator

At least four out of the five above-mentioned personnel must be present while making the final decision.

The following process is valid when a student is observed in an academically dishonest act for the second time.

We could think of the following steps. Steps 3-10 could be overseen by the proctor and the student counselor together. Steps 1-8 must be completed within 7 working days.

	Teacher observes or spots a misconduct and informs the following:
Step 1	• Academic coach • Proctor • Student counselor
Step 2	Teacher, proctor, and the student counselor fill the Academic Misconduct Form and preserve all documents and evidence related to the misconduct.
Step 3	The student’s counselor informs the student and the parent about the factual nature of the misconduct (at this point no mention should be made of

	consequences; parents could be guided to the Academic Integrity Policy document for them to understand possible consequences).
Step 4	The student/parent is given 48 hours to respond to misconduct allegation.
Step 5	The Academic Integrity Committee chair convenes the meeting to discuss the misconduct and consequences.
Step 6	The Academic Integrity Committee chairperson invites the parent to school and explains the misconduct and consequence.
Step 7	Details of misconduct is permanently preserved in the student file and recorded in a database that can be accessed at all times by the Academic Integrity Committee.
Step 8	Student writes a detailed reflection on how he/she would respond in a similar situation in future.
Step 9	Student asked to attend an online course (EdX or similar free courses) on Academic Integrity and submit the certificate to the Academic Integrity Committee.
Step 10	Student to present an Academic Integrity workshop to his/her peers based on personal experience.

Appendix B

ACADEMIC MISCONDUCT REFERRAL FORM

SECTION 1: GENERAL INFORMATION (To be filled by the proctor, student counselor, and teacher together)

Name of the student

Admission number

Year and section (Grade level)

Semester

Programme of study

(MYP/Masarat/American Diploma)

Subject name

Date of submission of plagiarized task

Teacher referring the plagiarized task

Date of referral

SECTION 2: DETAILS OF THE ASSESSMENT (to be filled by the teacher who observed the misconduct)

Title of the assessment

Assessment unit number

Programme of study (MYP/ Masarat
/American Diploma)

Subject name

Date of submission of plagiarized task

Percentage weightage of the assessment
under investigation

towards overall outcome of the course

Description of the nature of academic
misconduct

SECTION 3: ADDITIONAL DETAILS (To be filled by the proctor and the student counselor)

Details of previous instances of misconduct by the student, if any

Details of advice or cautions given to the student regarding academic misconduct

Copy of the assessment with sections of the misconduct highlighted and annotated with nature of misconduct and supporting explanations

Assignment instructions that specifically refer to academic integrity, if given

Any additional information that would help the Academic Integrity Committee to make its decision

Appendix C

⦿ CITATION EXAMPLES

Basic Format for a Book:

- Reference List: Authors' Last name, First Initial. (Year). Book title: *Subtitle*. (Edition) [if other than the 1st]. Publisher.
- In-text: (Author, Year)

~ Book with One Author:

- Reference List: Brader, T. (2006). *Campaigning for hearts and minds: How emotional appeals in political ads work*. University of Chicago Press.
- In-text: (Brader, 2006)

~ Book with Two Authors:

- Reference List: Miller, T. E., & Schuh, J. H. (2005). *Promoting reasonable expectations: Aligning student and institutional views of the college experience*. Jossey-Bass.
- In-text: (Miller & Schuh, 2005)

*for more than two authors (3 or more), list only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources. Example: (Kernis et al., 1993)

Basic format for an eBook:

- Reference List: Author's Last name, First Initial. (Year). Book title [format of book]. Publisher. URL
- In-text: (Author, Year)

~ Example:

- Reference List: Brock, J., & Arciuli, J. (2014). Communication in autism [eBook edition]. John Benjamins Publishing Company. <https://doi.org/10.1007/978-1-4757-4806-2>
- In-text: (Brock & Arciuli, 2014)

Basic Format for a Print Article:

- Last name, First Initial. (Year, Month Day). Article title. *Magazine/Journal/Newspaper Title*, Volume number (Issue number), Page numbers of the entire article.

~ Magazine Article:

- White, C. (2006, April). The spirit of disobedience: An invitation to resistance. *Harper's Magazine*, 312(1871), 31-40.

~ Journal Article:

- Newman, J. L., Fuqua, D. R., Gray, E. A., & Simpson, D. B. (2006). Gender differences in the relationship of anger and depression in a clinical sample. *Journal of Counseling & Development, 84*, 157-161.

~ Newspaper Article:

- Zernike, K. (2015, October 25). White House moves to limit school testing. *New York Times*, p. A1.
- Note: For newspaper articles, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.

Basic Format for an Online Article:

- Author's Last Name, First Initial. (Year). Article title. Magazine/Journal/Newspaper Title, Volume number (Issue number), Page numbers. doi or URL of publication home page

~ Online Journal Article with DOI Assigned:

- Basic Format:
 - Author, A. A., & Author, B. B. (Year). Title of article. *Title of Journal*, volume number (issue number), page range. <https://doi.org/10.0000/0000>
- Example:
 - Denhart, H. (2008). Deconstructing barriers: Perceptions of students labeled with learning disabilities in higher education. *Journal of Learning Disabilities*, 41(6), 483-497. <https://doi.org/10.1177/0022219408321151>

~ Online Journal Article with no DOI Assigned:

- Basic Format:
 - Author, A. A., & Author, B. B. (Year). Title of article. Title of Journal, volume number (issue number). <http://www.journalhomepage.com/full/url/>
- Example:
 - von Busch, O., & Palmas, K. (2016). Designing consent: Can design thinking manufacture democratic capitalism? *Organizational Aesthetics*, 5(2), 10-24. <http://digitalcommons.wpi.edu/oa/>.

~ Newspaper Article Found on a Newspaper's Website:

- Basic Format:
 - Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. <http://www.someaddress.com/full/url/>
- Example:

- Zernike, K. (2016, February 29). Testing for joy and grit? Schools nationwide push to measure students' emotional skills. *The New York Times*.

http://www.nytimes.com/2016/03/01/us/testing-for-joy-and-grit-schools-nationwide-push-to-measure-students-emotional-skills.html?_r=0

Basic Format for citing an image in the Reference List:

- Last name, first initial. (Year image was created). *Title of work* [Type of work]. URL

Note: If you can only find the screen name of an author, use that as the author's name. Maintain the formatting of the screen name. For example, if a screen name is in all lower case, keep the name in lower case in your citations. If there is no title, create your own title that describes the content of the image.

Example of a Reference List citation for an image:

- Sipler, D. (2005). Nap time [Photograph].

Flickr. <https://www.flickr.com/photos/photofarmer/284159867/in/set-72157594353612286>

Formatting Figures in Your Paper:

Each image in your paper should have a figure number, a title, and a caption. The caption should describe the image, provide a citation for the image, and provide copyright information. For example:

Figure 1

Two Cats Resting



Note. This photo shows two orange cats resting in the "loaf" position. From Nap time [Photograph], by D. Sipler, 2005, Flickr (<https://www.flickr.com/photos/photofarmer/284159867/in/set-72157594353612286>). CC BY 2.0.

Appendix D

Student Appeal Form

Your Name

Your Student ID Number

Date

[Appeal Committee]

[Institution Name]

[Address]

Appeal of Academic Integrity Finding in [Course Name]

Dear [Appeal Committee],

I am writing to appeal the finding of academic integrity misconduct in [Course Name] on [Date of Finding]. I was [State the finding, e.g., accused of plagiarism/cheating/unauthorized collaboration]. I respectfully disagree with this finding and believe that [State the reason for your appeal, e.g., there was a misunderstanding, I did not intentionally violate the policy, or there were extenuating circumstances].

[Explain the specific details of your case in a clear and concise way. Be sure to address the specific allegations against you. You may want to include the following information, if applicable:]

[Express your remorse for any unintentional mistakes or omissions. State your commitment to academic integrity and your desire to learn from this experience.]

I respectfully request that you review my appeal and consider [State the outcome you are hoping for, e.g., overturning the finding of academic integrity misconduct, reducing the penalty, or allowing me to complete the assignment]. I am available to meet with you in person or via video conference to discuss my case further.

Thank you for your time and consideration.

Sincerely,

[Your Name]

[Attachments] You may want to attach any supporting documentation to your appeal letter, such as emails, notes, or drafts of your work.

Appendix E

Acknowledgement of Academic Integrity Policy

Dear Parents and Guardians,

As your child begins this academic year, we at Dhahran Ahliyya School remain committed to fostering a strong and vibrant learning environment built on principles of honesty, trust, and integrity. This foundation is critical for ensuring the authenticity of our students' achievements and preparing them for success in their future endeavors.

One of the cornerstones of academic integrity is adherence to our school's Academic Integrity Policy. This policy outlines the expectations for ethical conduct in all academic activities, including coursework, assessments, and collaboration. It promotes clear understanding of plagiarism, cheating, and other forms of academic misconduct, while also providing resources and support for students to navigate their studies with integrity.

To ensure all members of our school community are familiar with and commit to upholding these vital principles, we request your assistance in acknowledging the Academic Integrity Policy.

Please follow these steps:

Review the Academic Integrity Policy: The policy is available on our school website and attached to this letter here. Please take some time to read through it carefully with your child, discussing any questions or points you may have.

Sign the acknowledgement form: This form confirms that you have reviewed the policy and understand its importance.

We believe that open communication and collaboration between parents, teachers, and students are essential in upholding academic integrity. By working together, we can create a supportive environment where all students can learn and thrive with honesty and respect.

Thank you for your continued partnership in fostering a strong and ethical learning community at Dhahran Ahliyya School.

Please sign the following and send it back to school. ✂

I have read and reviewed the academic integrity policy with my child.

Parent's Name:

Parent's Signature:

Date:

Appendix F: Students' Academic Misconduct Investigation Flowchart

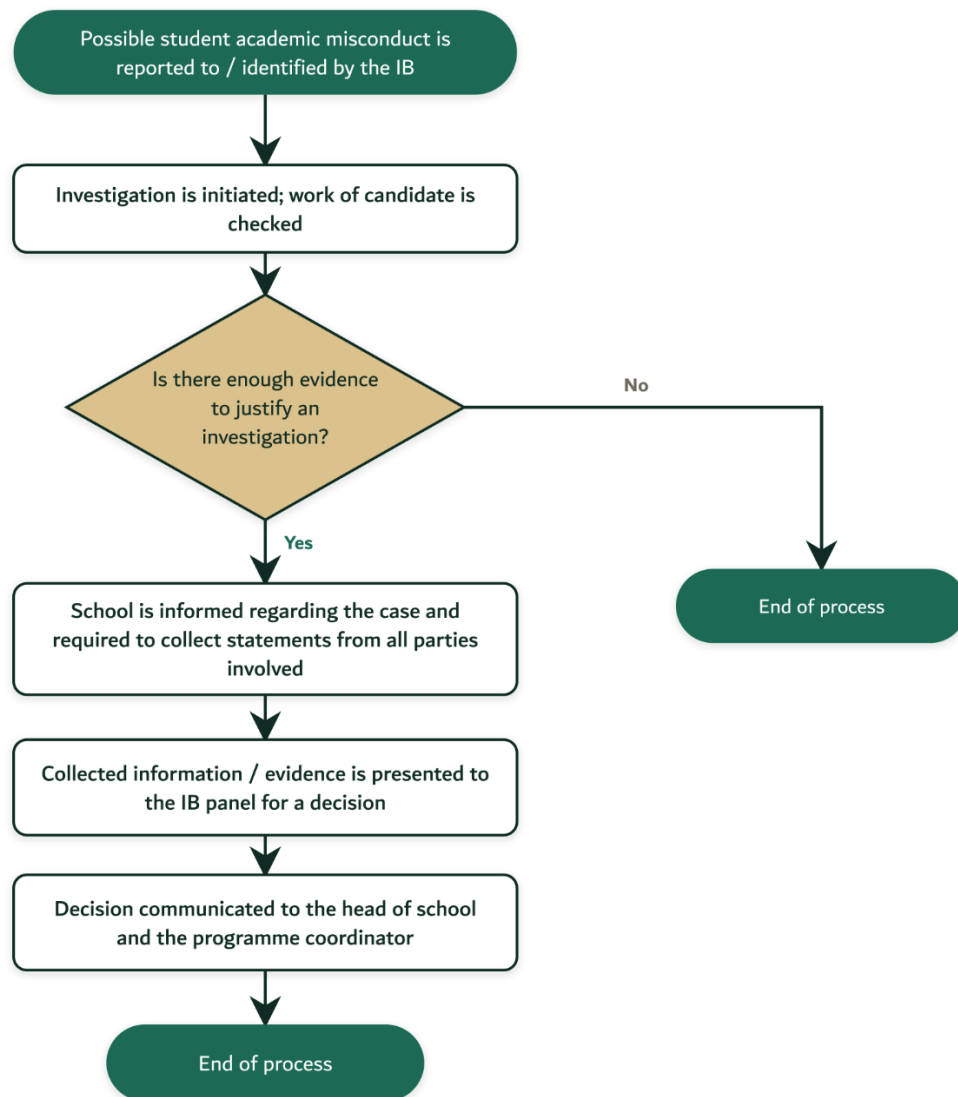


Figure from Academic Integrity Document 2023- IBO

شأنك كونه فألا تتركه عاماً أهـ حـ العدا الذي كـ يـ

