مــدارس الظهـران الأهليــة
Dhahran Ahliyya Schools

مجتمع تعلُّمي غير ربحي
A not-for-profit learning community
2030

Ministry of Education

المملكة العربية السعودية
وزارة التعليم ٢٨٠
إدارة التعليم بالمنطقة الشرقية
Kingdom of Saudi Arabia
MINISTRY OF EDUCATION 280
Educational Directorate of the Eastern Province

DHAHRAN AHLIYYA SCHOOLS
ACADEMIC INTEGRITY POLICY
Revised September 2021

Academic Integrity Committee Members
Academic Advisors/IB Coordinators
Principals
Academic Coaches
Teachers
Students
Parents

INTRODUCTION

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.

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.

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

THE IB LEARNER PROFILE

The aim of all IB programs 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 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, (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.

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 in kinds and amounts of instruction and learning support.

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. ("Habits of Mind," Costa and Kallick, 1995)

This process is guided by research-based, internationally recognized standards for student learning. The DAS Four Criteria also supports 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 professional learning community's culture also requires clear, announced, and updated policies and procedures that are applied consistently by all concerned.

1. 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.

A. 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 that 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.

B. ACADEMIC INTEGRITY AND THE IB PROGRAM

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 Program (PYP) and Middle Years Program (MYP) programs where inquiry, action, and reflection are promoted in teaching and learning. Approaches (ATL) to learning help foster academic integrity by teaching students the requisite skills to accomplish learning goals ethically. The ATL skills are:

- Self-management.
- Social.
- Communication.
- Thinking.
- Research.

2. 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 that 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 of tests in the online setting meticulously to ensure no cheating takes place.
6. Discussing the online learning essential agreements or expectations.

3. ACADEMIC INTEGRITY BY PROGRAM

A. IN PRIMARY YEARS PROGRAM (PYP)

The PYP is an inquiry-based program 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. Not copy or allow others to copy their work.
5	Hand in work that 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 the website, URL, and date accessed. Reference images.

B. IN MIDDLE YEARS PROGRAM (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 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 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.

C. IN AMERICAN DIPLOMA AND MUQARRARAT PROGRAMS

Students are expected to use proper citation 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.

4. 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.

A. 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.

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 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 makes 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.

C. 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.

D. 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.

E. 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

F. 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.

5. RESPONSIBILITIES

A. 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.

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 Academic Integrity Policy.

- Contact student's parent or guardian regarding a violation.
- Record a failing grade for the assignment.

C. 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 with regard to integrity, honsety, and personal responsibility.
- Support faculty and administration in enforcing the Academic Integrity Policy.
- 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 Academic Integrity Policy.
- Help contribute to a school-wide environment that encourages adherence to the Academic Integrity Policy.
- Provide comprehensive and regular staff trainings 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.

6. CONSEQUENCES OF ACADEMIC DISINTEGRITY

FIRST INCIDENT

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

SECOND INCIDENT

- The student will be immediately transferred to the administration for disciplinary action.
- A conference that 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 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.

THIRD INCIDENT

- The administrator will immediately notify the student's parents.
- A conference that includes the student's administrator, the teacher, the 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 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.

7. POLICY REVIEW

This policy will be reviewed annually years by the Leadership Team for any necessary changes. All amendments will be shared with students, 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.

8. REFERENCES

The following documents were consulted in the process of developing this 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. (2009). *Diploma Programme: Academic Integrity*. Cardiff: International Baccalaureate Organization. IBO. (2009).

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-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. Muraqquib.
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. School Consultant for Academic and Professional Development.

At least four out of the 5 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 Muraqquib and the Student Counselor together. Steps 1-8 must be completed within 7 working days.

Step 1	Teacher observes or spots a misconduct and informs the following: • Academic Coach. • Muraqquib. • Student Counselor.
Step 2	Teacher, Muraqquib, and the Student Counselor fill the Academic Misconduct Form and preserve all documents and evidence related to the misconduct.
Step 3	The 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 Muraqquib, Student Counselor, and teacher together)	
Name of the student	
Admission number	
Year and section (Grade level)	
Semester	
Program of study (MYP/Muq/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	
Program of study (MYP/Muq/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 Muraqquib 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	