Digital Private School

Academic Honesty Policy

Published: March 2024

"International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions and we need to help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent."

Academic Honesty in an IB Educational Context, 2014, P.1

Our Vision

To be a prominent school that develops a global critical thinker, a life-long learner.

Our Mission

To facilitate learning; innovation and technical know-how that will inspire students to be caring, curious, adaptable to change and appreciate global citizenship.

Aims of the DPS Academic Honesty Policy

- Align the school's practices of academic honesty with the standards outlined in the IB Educational Context, 2014, p.1, ensuring consistency across global educational platforms.
- Equip students with the necessary knowledge and skills for accurately citing and referencing sources, fostering academic integrity.
- Instruct students on discerning and utilizing trustworthy resources, while properly acknowledging the intellectual contributions of others.
- Set clear guidelines for acknowledging sources, specifically advocating the use of the Harvard Referencing system to maintain uniformity and fairness.
- Prevent any form of academic dishonesty, including cheating, collusion, and plagiarism, to ensure a level playing field for all students.
- Mandate that students independently create and submit original work, reinforcing the importance of individual effort and integrity in academic pursuits.
- Motivate students to embody the ideals of the IB Learner Profile, such as being principled, balanced, and inquisitive, through their academic conduct and beyond.

Comprehensive Academic Integrity and Ethics Program:
Engaging the DPS Community

To solidify the foundation of academic integrity at the outset of each academic cycle, Digital Private School (DPS) launches an encompassing Academic Integrity and Ethics Program. This initiative is meticulously designed for the DPS community, extending across Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) students, as well as educators and, notably, parents. The program aims to instil a deep-seated respect and understanding for academic honesty, emphasizing the importance of genuine assessment, responsible research, and the development of critical and self-reflective thinking.

Educator Workshops: Educators are provided with advanced training that arms them with the necessary strategies and tools to guide students in valuing and practicing academic honesty. These sessions cover effective identification of academic misconduct, the creation of a supportive educational environment, and techniques to inspire originality and proper citation in student work. The workshops also introduce the use of anti-plagiarism tools to uphold the integrity of student submissions.

Student Workshops: Students from the PYP, MYP, and DP are thoroughly acquainted with the foundational principles of academic honesty. Interactive sessions delineate clear boundaries between permissible research and assessment practices versus those deemed unacceptable. Through practical exercises, students learn to engage in ethical research, accurately cite sources, and uphold the integrity of collaborative work, all while recognizing the significance of their intellectual endeavours in their academic journey and beyond.

Parent Workshops: Understanding the pivotal role parents play in reinforcing academic values at home, DPS includes a specialized workshop for parents. This session aims to equip parents with knowledge about IB's academic integrity standards and how they can support their children in adhering to these principles, fostering a consistent message of honesty and ethical conduct both in and out of school.

Ongoing Support and Resources: DPS's commitment to academic honesty extends beyond initial training, with continuous support and resources available throughout the year. This includes accessible educational materials on academic integrity, updates on emerging best practices, and platforms for the DPS community to share challenges and solutions, ensuring a collaborative approach to maintaining the highest standards of academic honesty.

Through the Annual Academic Integrity and Ethics Program, DPS reaffirms its dedication to cultivating a culture of integrity and respect for learning among students, educators, and parents alike, ensuring that our community not only understands but embodies the values essential to academic and personal success.

Investigations into Academic Misconduct and Maladministration

Prompt Action

Procedure Initiation: Upon receipt of allegations, the Academic Integrity Committee convenes within 48 hours to assess the situation.

Evidence Review: A preliminary evaluation of available evidence is conducted to determine if it warrants a formal investigation.

Commitment to Standards: This rapid response demonstrates the school's dedication to maintaining academic integrity.

Confidentiality

Access Limitation: Only the Academic Integrity Committee and necessary administrative personnel have access to information related to the investigation.

Secure Environment: This confidentiality safeguards the individuals' dignity and promotes an atmosphere where community members feel secure in reporting violations.

Fair Representation

Notification and Response: Accused parties receive a detailed notification of the allegations against them and have 7 days to submit their written response.

Support and Advice: Individuals are encouraged to present evidence, seek counsel, and avail themselves of support mechanisms provided by the school.

Impartiality

Selection of Investigators: Investigators are selected based on their lack of involvement with the parties or the incident to ensure an unbiased review.

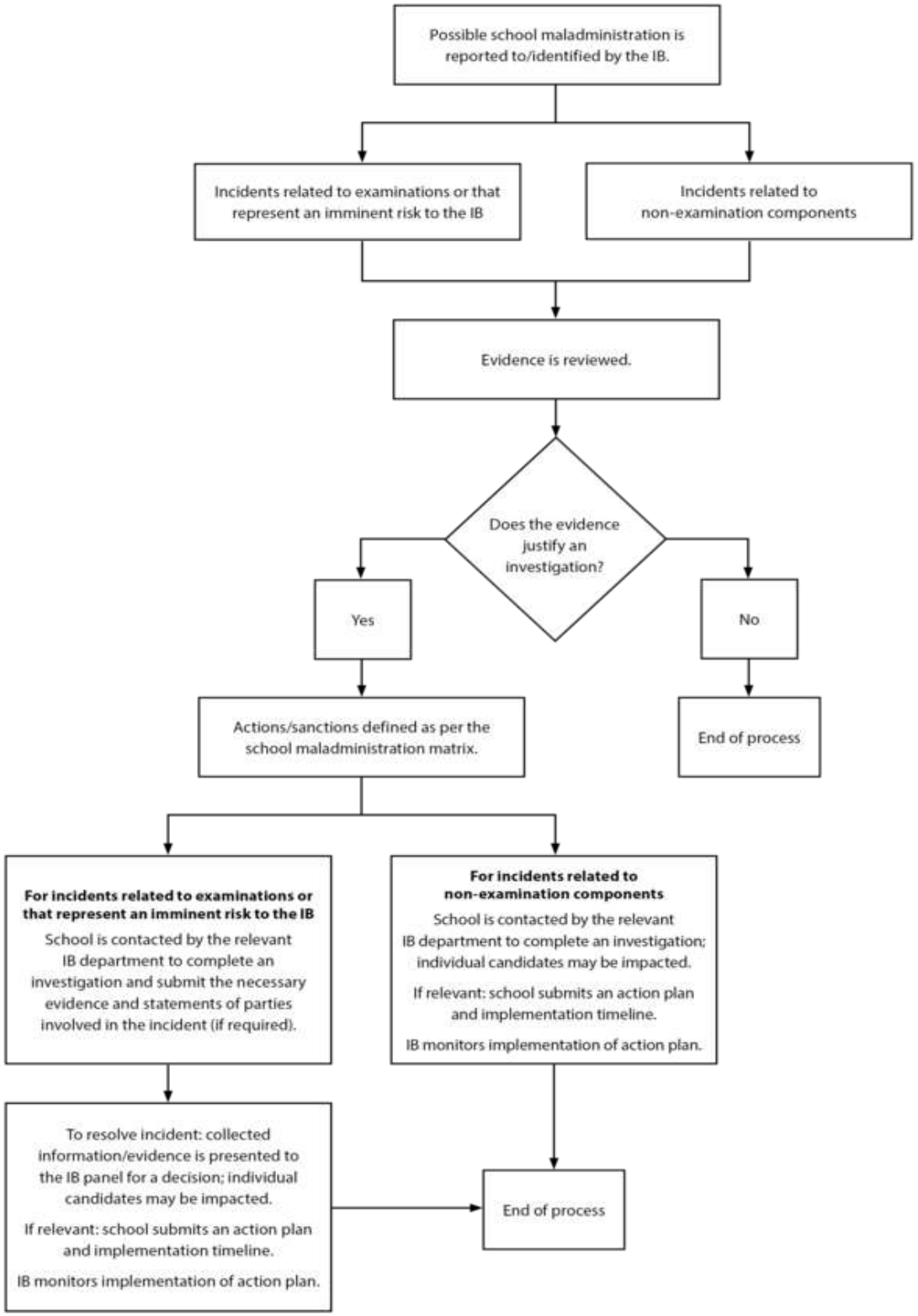
Objective Evaluation: The focus remains strictly on the evidence and the relevant policies, avoiding any influence from external relationships or biases.

Documentation

Record Keeping: Comprehensive records of the investigation process, including all evidence, communications, and interview transcripts, are meticulously maintained.

Audit Trail: This documentation provides a clear trail for review in case of an appeal, reinforcing the transparency and fairness of the process.

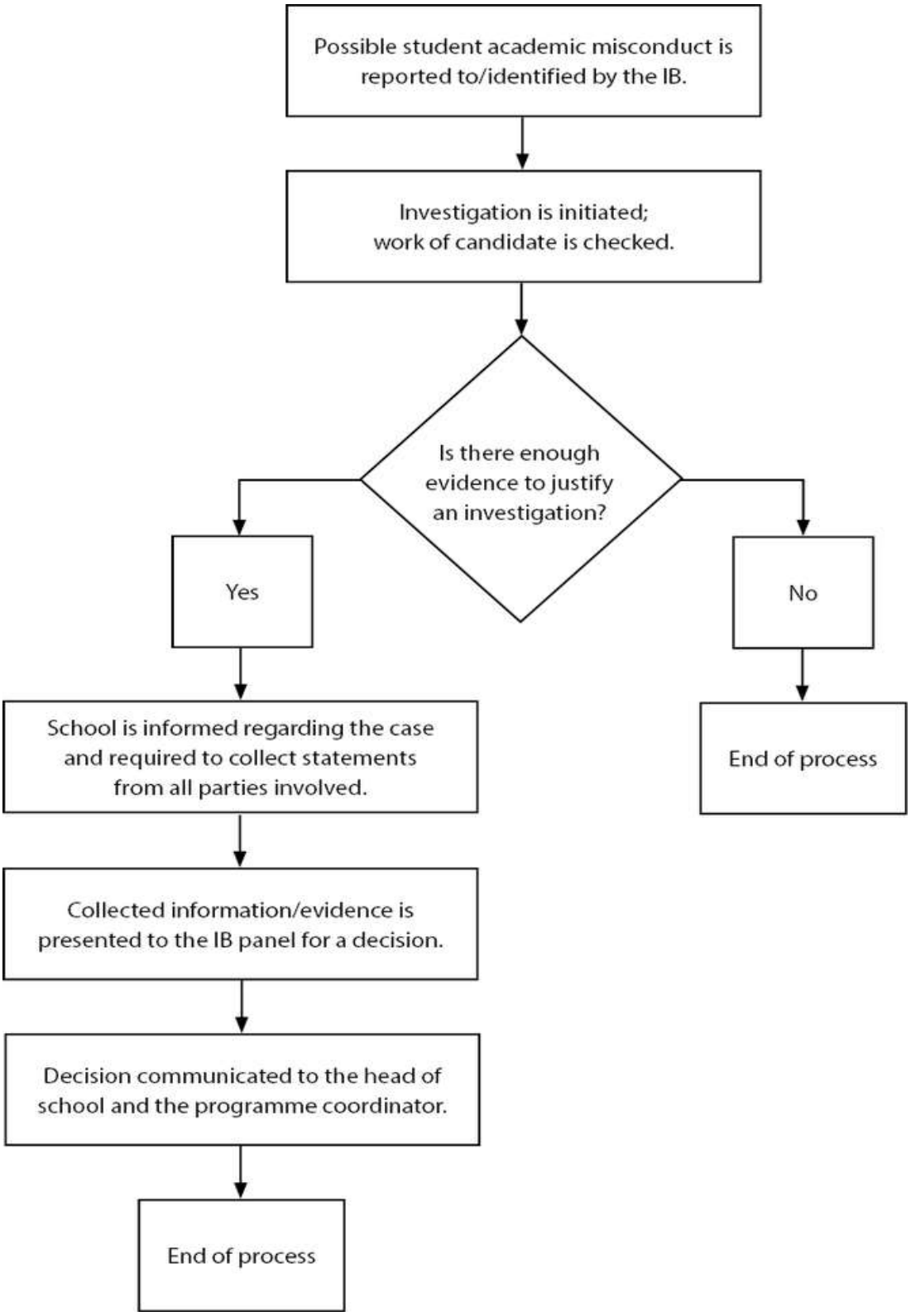
Appendix 1: School Maladministration This appendix outlines the procedures and standards in place to address, investigate, and mitigate instances of maladministration within the school's administration and handling of the IB programs. It emphasizes the school's commitment to integrity, fairness, and transparency, ensuring that all assessments and administrative tasks are conducted ethically and in accordance with IB guidelines.



Appendix 2: Student Academic Misconduct This section delves into the specifics of student academic misconduct, providing clear definitions, examples, and the procedures for addressing instances of plagiarism, collusion, and other forms of academic dishonesty. It outlines the steps taken to ensure a fair investigation, the potential consequences, and the school's approach to educating students on the importance of academic integrity.

Addressing Academic Malpractice: Upholding Fairness in IB Education at DPS

In the pursuit of maintaining the highest standards of academic integrity, Digital Private School (DPS) adheres to a clear and strict definition of academic malpractice, aligned with



International Baccalaureate (IB) policies. Academic malpractice is identified as any action that may afford a student an unjust advantage over peers, compromising the fairness and integrity of the educational process. The following are categorized under malpractice:

- **Plagiarism**: The act of presenting another's ideas or work as one's own, without appropriate attribution.
- **Collusion**: Engaging in or facilitating unethical collaboration, such as allowing one's work to be copied or submitted by another student.
- **Duplication of Work**: The submission of identical work for multiple assessments, contrary to the rules of academic integrity.
- **General Misconduct**: Actions that unfairly advantage a student or detrimentally affect another's results. This includes, but is not limited to, unauthorized materials in an examination setting and improper conduct during assessments.
- **Examination Fraud**: Attempting to communicate with others during examinations, the introduction of unauthorized materials into an examination environment, or accessing such materials to unjustly benefit one's performance.

DPS commits to educating and monitoring our academic community to prevent instances of malpractice, fostering an environment where fairness, honesty, and integrity are at the forefront of our educational ethos.

Cultivating Academic Integrity within the PYP Framework at DPS

For PYP students at DPS, fostering an environment of academic honesty and integrity is aligned with the development of IB Learner Profile attributes, such as being principled and knowledgeable. Here is how this commitment translates into practice:

- **Integration with Learner Profiles:** PYP students are encouraged to connect the principles of academic integrity with attributes like being principled, demonstrating an understanding of honesty in their learning journey.

- **Visual Learning Aids:** Classrooms will feature educational displays emphasizing the importance of academic honesty, serving as constant reminders of these values.

- **Reflective Practices for Young Learners:** Students in Grades 2 through 4 will use standardized reflection sheets, helping them understand their mistakes and how to rectify them, fostering a mindset of growth and responsibility.

- **Credit and Originality:** Through discussions and activities, students will learn the importance of acknowledging the work of others, understanding that claiming someone else's work as their own is unjust.

- **Development of ATL Skills:** Activities will be designed to nurture ATL skills like research and self-management in an honest and reliable manner, emphasizing the value of integrity in learning.

- **Ownership of Work:** Students are taught to take pride in and responsibility for their

own work, understanding the significance of individual effort.

- **Understanding Collaborative Work:** Clear guidelines will help students distinguish between tasks meant for individual effort and those designed for collaborative work, ensuring they know when and how to work together effectively.

- **Acknowledgment in Group Tasks:** In group projects, students will practice giving due credit to all contributions, fostering a sense of fairness and teamwork.

- **Introduction to Bibliographic Skills**: Even at a young age, students will be introduced to simple, age-appropriate methods of citation and bibliography creation, laying the foundation for good academic practices.

- **Responsible Use of Resources:** Students will learn to use library and digital resources responsibly, understanding the importance of respecting intellectual property and the resources provided by the school.

Promoting Academic Integrity Across MYP and DP: A Unified Approach at DPS

At Digital Private School (DPS), our commitment to fostering principled and balanced learners' spans across the Middle Years Programme (MYP) and the Diploma Programme (DP). Rooted in the IB Learner Profile, our approach emphasizes intercultural awareness, effective communication, and holistic education. In both MYP and DP, students engage in collaborative endeavours and draw upon global expertise to deepen their inquiries. This integrated policy outlines our expectations for upholding academic integrity within these learning contexts.

Core Expectations for MYP and DP Students:

- **Ownership of Work**: Students are responsible for ensuring that the work they submit is genuinely their own, reflecting their understanding and capabilities.

- **Collaboration vs. Individual Effort**: While collaborative learning is encouraged, students must recognize when tasks are intended to be completed individually and respect those boundaries.

- **Acknowledging Contributions**: Proper recognition of each group member's input is essential in collaborative work. Students must ensure that shared projects fairly represent the efforts of all participants.

- **Prohibition of Plagiarism**: Copying or presenting others' work as one's own is strictly against DPS's academic honesty policy. Originality in submissions is paramount.

- **Appropriate Referencing**: Students are expected to cite sources accurately, using age-appropriate bibliographic formats, to acknowledge the contributions of external expertise.

- **Responsible Use of Resources**: Ethical use of information technology and library resources is a cornerstone of academic integrity at DPS. Students should use these resources to enhance their learning responsibly.

- **Encouraging Peer Contributions**: In group settings, students are encouraged to seek out and value the contributions of their peers, fostering an environment of mutual respect and shared learning.

- **Assessment as a Reflection of Learning**: Whether for formative or summative purposes, assessments are opportunities for students to demonstrate their knowledge, understanding, and skills. Authenticity in these submissions is crucial.

- **Group Member Accountability**: Each student within a group is accountable for specific roles and tasks, contributing to the collective understanding and completion of the assignment.

- **Reflective Practice**: Students are encouraged to reflect on both their contributions and the dynamics within the group, promoting continuous personal and academic growth.

By adhering to these guidelines, MYP and DP students at DPS are not only prepared to meet the challenges of their respective programmes but are also equipped with the integrity and ethical grounding necessary for lifelong learning and global citizenship.

Appeals Process

Right to Appeal: Digital Private School upholds the right of all students and staff to challenge decisions related to academic misconduct or maladministration. This essential right underscores our institution's commitment to fairness and transparency.

Grounds for Appeal Valid grounds for an appeal include the discovery of new evidence not previously considered, significant procedural errors, or the imposition of sanctions that are disproportionate to the nature of the alleged misconduct. This framework ensures that appeals are focused on addressing genuine concerns of fairness and justice.

Procedure

- **Submission Deadline**: Appeals must be submitted in writing within 14 days from the communication of the original decision.
- **Format and Content Requirements**: The appeal submission should clearly articulate the basis for the appeal, including the appellant's name, a detailed description of the contested decision, the specific grounds for the appeal, and any supporting new evidence.
- **Independent Review Panel Composition**: An independent review panel, comprising at least three members including one external educator not affiliated with our school, will be convened to ensure an unbiased review process.

- **Review Process Timeline**: The panel commits to reviewing appeals within 30 days of their submission to ensure a timely resolution.
- **Notification of Decision**: Decisions made by the appeals panel will be communicated to the appellant in writing within 7 days of the decision, ensuring clarity and finality.

Finality The decision rendered by the appeals panel is definitive and binding within the school's jurisdiction, highlighting the critical nature of the appeals process as the final recourse for addressing grievances related to academic integrity decisions

Artificial Intelligence Tools Use Policy for Academic Integrity

In the rapidly evolving digital landscape, Artificial Intelligence (AI) tools have become integral to educational methodologies. Digital Private School (DPS), in alignment with International Baccalaureate (IB) standards, recognizes the need for a comprehensive policy that guides the ethical use of AI in academic work. This policy aims to ensure that while leveraging AI for educational advancement, the core values of academic integrity are upheld.

Policy Scope This policy applies to all DPS students, faculty, and staff across PYP, MYP, and DP programs, encompassing the use of AI tools for research, learning, assignment preparation, and evaluation.

Principles for Using AI Tools

- AI tools should enhance the learning experience, not replace the learner's engagement or creativity.
- Students must understand the underlying concepts and not solely rely on AI-generated outcomes.

Applications and Limitations

- Permissible uses: AI can assist in data analysis, research, generating initial ideas, or providing study aids.
- Restrictions: Direct submission of AI-generated essays, problem solutions, or projects as the student's original work is prohibited.

Citation Standards

- All AI-assisted work must be appropriately cited, including the description of the AI tool's role in the academic task.

Verification and Monitoring

- DPS will employ both software tools and manual reviews to ensure the integrity of submitted work.
- Regular audits will be conducted to assess compliance with this policy.

Consequences of Misuse

- Violations will result in disciplinary actions ranging from academic warnings to expulsion, based on the severity and frequency of the misconduct.

Educational Initiatives

- DPS commits to ongoing education for students and faculty on ethical AI use, including workshops and curriculum integration.
- AI ethics will be incorporated into the educational syllabus across relevant subjects.

Policy Review and Adaptation

- This policy will be reviewed annually to adapt to technological advancements and educational best practices, ensuring it remains relevant and effective.

References and Citation Examples

For guidance on the ethical use of artificial intelligence in education, including the development and application of AI tools:

Bibliography Reference Example:

- OpenAI. (23 February 2023). "ChatGPT Response to an Example Prompt about Ethical AI Use in Education." This document offers insights into the responsible utilization of AI tools within educational frameworks, emphasizing ethical considerations and academic integrity.
- Smith, J. (2023). "Implementing AI in Academic Research: Ethical Considerations." Journal of Educational Technology & Society. This article discusses the ethical implications and considerations necessary when incorporating AI technologies into academic research, emphasizing the balance between innovation and integrity.
- Johnson, L., & Davis, R. (2023). "AI and Student Learning: Navigating the New Frontier." Educational Innovations Review. This review explores the impact of AI on student learning processes, offering insights into how AI tools can be integrated responsibly into educational settings.

In-Text Citation Example:

- "The incorporation of AI tools in educational practices must align with ethical guidelines to ensure these technologies supplement rather than supplant the learning process" (OpenAI, 2023).
- "The ethical deployment of AI in research requires a thorough understanding of both its capabilities and limitations" (Smith, 2023).
- "Educators must navigate the challenges and opportunities presented by AI with a focus on enhancing student learning while maintaining academic honesty" (Johnson & Davis, 2023).

Academic Dishonesty – PYP

Academic dishonesty, the act of presenting others' work or ideas as one's own, demands ongoing guidance and corrective measures from educators. Prior to Grade 4, there are no academic repercussions for such actions, emphasizing the focus on education over punishment. From Grade 4 onwards, and notably in Grade 6, students are required to sign a commitment contract at the start of the year, particularly for their PYP final exhibition, affirming their understanding and agreement to uphold academic integrity.

Consequences for deliberate plagiarism in Grade 6

First incident

- The teacher will lead a reflection session with the student.
- The student has the opportunity to correct the error with no penalty.
- The assessment mark will be changed to reflect the student's achievement in the second attempt.
- PYP Coordinator will be informed.

Second incident

- The teacher will lead a reflection session with the student.
- The original assignment will not receive a mark.
- The teacher will assign a new assignment, and this will receive an assessment mark that reflects the student's achievement.
- PYP Coordinator and the parents will be informed.
- The student signs a formal letter of commitment about future conduct.

Third incident

- The student will not receive a mark for the assignment.
- PYP Coordinator will be informed.
- The parents will be invited to school for a meeting.
- Age-appropriate consequences will be administered.

Consequences for Collusion/Misconduct during assessments

First incident

- A reflection of behaviour to be completed, guided by the teacher.
- Parents will be informed.
- PYP Coordinator will be informed.

Second incident

- A reflection on behaviour to be completed, guided by the PYP Coordinator.
- Parents will be invited into school.
- Students will sign a letter of commitment about future conduct.

Third incident

- PYP Coordinator will be informed.
- The parents will be invited to school for a meeting.
- Age-appropriate consequences will be administered.

Academic Dishonesty – MYP and DP

Academic dishonesty involves presenting someone else's work or ideas as your own, which includes behaviors like plagiarism or cheating on tests. For inadvertent cases, especially among younger students, there are no academic penalties, but there will be guidance from teachers to correct and learn from these mistakes. Starting from the Middle Years Programme (MYP) and continuing into the Diploma Programme (DP), all essays and projects are checked for originality using plagiarism detection software to ensure the integrity of student work.

Consequences for deliberate plagiarism

First incident

- The teacher will lead a reflection session with the student.
- The student has the opportunity to correct the error with no penalty.
- The assessment mark will be changed to reflect the student's achievement in the second attempt.
- MYP Coordinator will be informed and will give the student a session on what academic honesty is and how to put it into practice.
- The parents will be informed.

Second incident

- The teacher will lead a reflection session with the student.
- The original work will not receive a mark.
- The student will be given a different assignment that covers the same assessment criteria. This will receive an assessment mark that reflects the student's achievement.
- MYP Coordinator will be informed.
- The parents will be invited to a meeting in school.
- The student signs a formal letter of commitment about future conduct.

Third incident

- The assignment will not receive a mark.
- The MYP Coordinator will be informed.
- The parents will be invited to a meeting in school.
- Age & Situation appropriate consequences will be administered.

Consequences for collusion/misconduct

First incident

- The work will not receive a mark.
- The MYP Coordinator will be informed and lead a reflection session.
- Parents will be informed.

Second incident

- The work will not receive a mark.
- The MYP Coordinator will be informed and lead a second reflection session.
- The parents will be invited to a meeting in school.
- The student signs a letter of commitment about future conduct.

Third incident

- MYP Coordinator will be informed.
- The parents will be invited to school for a meeting.
- Age & Situation appropriate consequences will be administered.

Bibliography

- *Academic Honesty in the IB,* International Baccalaureate Organization, 2016
- *MYP From Principles to Practice*, International Baccalaureate Organization, 2014
- *Academic Integrity in the IB educational context,* International Baccalaureate Organization, 2014
- *Academic Integrity,* International Baccalaureate Organization, 2019

Created by	Elisabeth Craig	
Date	February 2023	
Next Review	January 2024	Gian Corte, Eman Zakaria, Debora Chitren, Sabrina Mohamed, Angham Nasser, Amany Elzokm, Amira Hegazi, Mohammed Selmi, Aaishah Jattiem, Zainab Abader, Jumana Al Barwani
Next Review	January 2025	