

**Arabian Education Development**



# **Academic Integrity Policy**

**AY 2024-2025**



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## I. Academic Integrity Policy Statement

At Al Ittihad Private Schools (IPS), academic integrity is a cornerstone of our educational philosophy. We are committed to fostering a culture of honesty, responsibility, and ethical behavior across all areas of learning and assessment. Upholding integrity ensures fairness, builds trust within our community, and supports the personal and academic development of all students and staff. Through shared responsibility and clear expectations, IPS strives to maintain the highest standards of academic conduct.

## II. Aim

Al Ittihad Schools commit to fostering a learning environment where academic integrity is a fundamental principle, ensuring the growth and success of all members of the school community.

- Promote Academic Honesty
- Foster an Ethical Learning Environment
- Ensure Fairness and Accountability
- Support Students' Development
- Protect the School Community

## III. Definitions of Academic Integrity

**Honesty:** Academic honesty involves producing original work, correctly attributing sources, and avoiding plagiarism and cheating. It means being truthful in all academic endeavors and ensuring that one's work genuinely reflects one's own knowledge and efforts.

**Trust:** Trust in an academic context is built on the assurance that all members of the academic community adhere to ethical standards. This includes following exam protocols, accurately reporting research findings, and maintaining confidentiality where required.

**Fairness:** Fairness in academics ensures that all students are evaluated based on their true performance. This includes impartial grading by faculty and equitable treatment of all students, preventing any form of academic misconduct that could give unfair advantages.

**Respect:** Respect within the academic community means valuing others' ideas, contributions, and intellectual property. It involves proper citation of sources,

acknowledging collaborative efforts, and engaging with peers and faculty in a constructive and courteous manner.

**Responsibility:** Responsibility in academics involves taking ownership of one's learning and actions. This includes adhering to academic policies, actively engaging in the learning process, and reporting any observed violations of academic integrity.

#### IV. Student Academic Misconduct

Deceptive or unauthorized actions that aim to falsely attain the intended learning outcomes in a grade-bearing assessment or assignment. Various forms of academic misconduct can happen concurrently in a single attempt.

- **Plagiarism:** Plagiarism transpires when a candidate presents work as their own, incorporating the ideas or work of another individual, without proper attribution. This encompasses content sourced from books, journals, emails, research papers, and the internet. Credit must be attributed to any images, charts, data, or graphs utilized.
- **Collusion:** Collusion occurs when one student allows their work to be copied or presented for assessment, whether it's an assignment, homework, or any other school task, by another student. In cases where subject teachers encourage collaborative efforts, each student must submit their final work, which must be individually produced. While students may collaborate in gathering data or researching a topic, each assessed piece of work must be conveyed in the candidate's own words.
- **Fabrication of Data:** The fabrication of data refers to the practice of using false, altered, invented, or selective information, deliberately creating data that does not accurately represent reality. This contrived data is then utilized in assignments, projects, or assessments to deceive or manipulate the outcome, which is a breach of academic integrity and ethical standards.
- **Impersonation:** Falsely assuming another student's identity or having someone impersonate you during classes, tests, or any coursework-related activities. Both the impersonator and the person being impersonated can face charges for this offense.
- **Cheating:** Cheating occurs when a student engages in deceptive practices to gain an unfair advantage during examinations or assessments. This unethical behavior can manifest in several ways:

- **Obtaining Unauthorized Access to Examination Materials:** Acquiring an examination paper in advance of its official release or gaining knowledge of an examination question before its scheduled availability.
- **Introducing Unauthorized Materials:** This involves sneaking in or using materials that are not allowed, such as notes, textbooks, electronic devices, or any other unauthorized resources, to aid in answering questions or completing assignments. The presence of these materials violates the rules of a fair and honest evaluation.
- **Sharing Information:** Cheating can also involve the sharing of information with other students during an exam. This might entail passing answers, discussing questions, or collaborating in ways that are prohibited by the examination guidelines. Sharing information undermines the individual assessment process and is considered dishonest.
- **Unauthorized Source Consultation During Examinations:** This misconduct involves students seeking information or assistance from unapproved, prohibited, or non-authorized sources while taking a test or examination.
- **Using Unauthorized Calculators:** Some examinations have specific rules about the types of calculators that are permitted. Cheating occurs when a student uses a calculator that is not allowed by the examination guidelines. Employing an unauthorized calculator can lead to an unfair advantage, compromising the integrity of the evaluation process.

### Cyber-Related Academic Misconduct

Cyber-related academic misconduct comprises all deceptive or unauthorized activities that involve the use of computers or the internet to create, submit, or manipulate the scores of a grade-bearing assessment. Examples of cyber misuse may include, but are not limited to:

- Unauthorized access to passwords, accounts, or assessment data.
- Logging in on behalf of another student to complete an assessment.
- Accessing restricted domains to modify or retrieve exam content.
- Using phishing techniques to gain unauthorized access to assessment materials.
- Bypassing IPS security systems to alter grades or submit fraudulent assignments.
- Purchasing or submitting pre-completed assessments as original work.

## Unauthorized Use of Artificial Intelligence (AI)

The use of AI in academic work is not inherently considered misconduct; rather, it depends on how it is applied. Students must acknowledge AI tools used in their assignments, essays, or projects by properly citing them as required by academic standards. Submitting AI-generated content as original work without revision, analysis, or citation constitutes plagiarism.

Additionally, using AI to bypass the learning process—such as generating essays, completing homework, or answering assessments on behalf of the student—violates IPS’s academic integrity standards. Teachers have the right to verify the authenticity of student work and may require students to demonstrate their understanding through alternative formats if AI misuse is suspected.

## V. Staff Academic Corruption

Staff academic corruption encompasses all deliberate, negligent, or biased actions by IPS staff members that undermine academic integrity, either by providing unfair advantages to students or by failing to uphold school policies on academic honesty. Violations may be categorized into the following:

### 5.1 Deliberate Misconduct

These violations involve intentional actions that compromise academic integrity, including but not limited to:

- **Bribery:** Accepting gifts, favors, or financial compensation in exchange for better grades or favorable treatment.
- **Collusion:** Allowing academic dishonesty to occur by knowingly ignoring or assisting in misconduct.
- **Favoritism:** Providing preferential grading, assessment opportunities, or academic leniency based on personal relationships rather than merit.
- **Unauthorized Sharing of Exam Content:** Disclosing test questions, answers, or assessment criteria to students before official release.

- **Giving Students Answers During an Exam:** Providing direct assistance to students during an assessment, whether through verbal, written, or technological means.

## 5.2 Negligence in Upholding Academic Integrity

Staff members are expected to actively enforce academic integrity policies. Negligence occurs when a staff member fails to take necessary actions to prevent or report misconduct. Examples include:

- **Failure to Report Suspected Academic Misconduct:** If a teacher, proctor, or administrator becomes aware of plagiarism, cheating, or other infractions but does not take action, it is considered a violation of duty.
- **Ineffective Supervision During Assessments:** Failing to properly monitor students during exams, leading to opportunities for cheating or unauthorized collaboration.
- **Lack of Assessment Security:** Not safeguarding exam papers, student submissions, or digital assessment data, resulting in potential leaks or manipulation.

## 5.3 Unintentional Bias in Assessment or Instruction

Even when not deliberate, biased actions can create academic inequality. Examples of unintentional bias include:

- **Disproportionate Assistance to Certain Students:** Providing additional coaching, hints, or extended deadlines to some students but not others.
- **Subjective or Inconsistent Grading Practices:** Applying different standards for grading similar assignments, whether consciously or unconsciously.
- **Overlooking Academic Misconduct Based on Student Profile:** Assuming certain students are "less likely to cheat" and failing to scrutinize their work as rigorously as others.

## 5.4 Staff Accountability and Consequences

To uphold the integrity of the academic environment, all IPS staff members are expected to model and enforce the highest standards of academic honesty in their instructional, supervisory, and assessment-related roles.

### Mandatory Training

- Principals and Vice Principals must ensure that all staff complete mandatory annual academic integrity training within the first two weeks of the academic year.
- The training includes identifying intentional and unintentional violations, understanding school policies, and applying preventative and reporting measures in real scenarios.

### Failure to Uphold Academic Integrity

Staff who violate academic integrity standards, whether through misconduct, negligence, or bias, will be subject to disciplinary procedures, proportional to the nature and severity of the offense. Violations may include but are not limited to:

- **Deliberate Misconduct:** Assisting students during assessments, altering student grades, sharing assessment materials without authorization, or accepting favors in exchange for preferential treatment.
- **Negligence:** Failing to report known incidents of misconduct, providing poor supervision during assessments, or not securing exam materials.
- **Unintentional Bias:** Grading inconsistently, giving unequal extensions, or overlooking misconduct due to personal assumptions.

### Evaluation and Consequences

Once a report is submitted, the In-House Investigation Committee is responsible for reviewing the evidence, interviewing involved parties, and determining whether a breach occurred. Depending on the findings, the following consequences may apply:

Level	Example	Possible Consequence
<b>Minor</b>	Unintentional inconsistency in grading or failure to cite assessment criteria	Verbal warning, refresher training
<b>Moderate</b>	Repeated supervisory negligence, failure to report known incidents	Written warning, monitored probation, role reassignment
<b>Serious</b>	Assisting a student during an exam, unauthorized access to confidential data	Formal disciplinary letter, temporary suspension, removal from assessment responsibilities
<b>Severe</b>	Accepting bribes, grade tampering, or repeated misconduct despite prior warning	Termination of employment, revocation of responsibilities, report to governing bodies



### **Initiation of Disciplinary Action**

Reports of staff academic misconduct may be submitted by students, colleagues, or parents and must be reported to the Vice Principal or Principal, who will refer the case to the In-House Investigation Committee. Based on findings, consequences will be recommended and recorded, with further escalation to the Academic Team or HR as needed.

## **VI. Roles and Responsibilities**

### **6.1 Principals, Vice Principals, and Section Principals**

The Principals, Vice Principals, and Section Principals are responsible for enforcing this policy and protecting the rights of individuals who report suspected academic misconduct in good faith (commonly referred to as “whistleblowers”). This includes ensuring that those who raise concerns are not subject to retaliation or negative consequences. They are also responsible for reviewing appeals, examining evidence, and, if needed, reopening investigations or seeking support from the Academic Team for further inquiry.

To ensure the effective implementation of the policy, they must:

- Ensure all staff members are familiar with the Academic Integrity Policy and are supported in addressing academic misconduct appropriately, effectively, and confidentially.
- Ensure all students are aware of the policy and its procedures.
- Apply the academic integrity policy and procedures in a timely, consistent, and fair manner.

### **6.2 School Educators and All Staff**

All school educators and staff members are expected to actively uphold academic integrity by modeling ethical behavior, ensuring fair and transparent assessment practices, and addressing violations consistently and promptly. Their responsibilities are organized into the following key areas:

#### **Supporting Students**

- Promote assessment and assignment expectations clearly to help students avoid academic misconduct.
- Offer high-quality academic guidance to encourage independent, honest work.

- Ensure students fully understand the academic integrity policy, expectations, and consequences.

### **Monitoring and Assessment**

- Actively monitor classroom and assessment environments for any signs of academic misconduct.
- Address suspected violations immediately, following established procedures.
- Evaluate student work based on transparent, consistent, and defensible academic criteria.

### **Safeguarding Data and Digital Security**

- Safeguard students' grades and academic records, ensuring that access is limited to authorized personnel only.
- Educate students and colleagues on the importance of strong, secure passwords for academic platforms.
- Implement and enforce policies for regular password updates and the use of multi-factor authentication to prevent data breaches and unauthorized access.

## **6.3 Responsibilities of Class Teachers**

Class teachers play a critical role in upholding academic integrity through consistent observation, guidance, and modeling. Their responsibilities include:

### **Monitoring Student Work**

- Identify sudden or unexplained changes in a student's writing style or language complexity.
- Review and verify the authenticity of student submissions using available tools and teacher judgment.

### **Educating and Supporting Students**

- Regularly remind students of academic integrity expectations and provide examples of proper academic behavior.
- Offer guidance on avoiding plagiarism and maintaining originality in assignments and projects.

### **Modeling Ethical Practice**

- Follow all academic integrity guidelines in their own professional conduct.
- Demonstrate proper citation practices and responsible use of AI tools when relevant to instruction.

### **6.4 The Role of the Librarian**

Librarians are key advocates for academic integrity and resource authenticity. Their responsibilities include:

#### **Teaching Research and Citation Skills**

- Instruct students on how to properly cite sources using approved formats (e.g., APA, MLA).
- Model ethical research behaviors and responsible information usage.

#### **Validating and Supporting Source Use**

- Assist students in evaluating and selecting credible sources.
- Verify that student-cited materials are relevant, accurate, and appropriately used.

#### **Promoting Academic Ethics**

- Guide students in understanding the ethical use of digital content.
- Partner with teachers to promote academic honesty across disciplines.

### **6.5 Staff Directly or Indirectly Involved in Student Assessment Procedures**

All staff involved in assessment, including test developers, invigilators, and data handlers, must actively safeguard academic integrity through the following responsibilities:

#### **Security and Prevention**

- **Assessment Security:** Follow protocols for secure handling and delivery of exams and assignments.

- **Proctoring:** Apply approved monitoring techniques (in-person or online) to prevent cheating during assessments.
- **Technology Use:** Ensure online testing platforms are protected against unauthorized access or material breaches.

### **Communication and Enforcement**

- Clearly communicate to students the expectations and consequences related to academic misconduct.
- Remind students regularly about their responsibilities during assessments and assignments.

### **Data Privacy**

- Maintain confidentiality of all academic records, scripts, and grades.
- Ensure that student data is only accessible to authorized personnel.

### **Reporting and Investigation**

- Report any suspicions or incidents of misconduct immediately using the designated incident report form.
- Participate in academic integrity investigation committees when assigned, applying IPS policies consistently and fairly.

## **6.6 Staff Responsibilities of Invigilators**

Invigilators play a vital role in maintaining a fair and secure assessment environment. Their responsibilities include:

### **Pre-Assessment Checks**

- Conduct thorough inspections of the assessment environment before the test begins.
- Collect and secure any unauthorized materials, such as notes, electronic devices, or personal items, from students.

### Active Monitoring

- Closely observe student behavior throughout the assessment period to detect and prevent academic misconduct.
- Follow IPS-specific invigilation protocols and maintain consistent vigilance across the room.

### Handling and Documentation of Violations

- If misconduct is suspected, **discreetly confiscate** any prohibited items or materials.
- Ensure that all confiscated items are **properly documented** and preserved as evidence in accordance with IPS assessment policies.

### Support for Investigation

- Provide a written report or statement describing the incident, including the time, location, student(s) involved, and any witnesses.
- Cooperate fully with the school's Investigation Committee if the case escalates for formal review.

## 6.7 The Investigation Committee

The Investigation Committee at IPS operates in a structured, two-tier system to uphold academic integrity and ensure fair and impartial resolution of academic misconduct cases.

### Tier 1: In-House Investigation Committee (School Level)

Each IPS campus maintains an In-House Investigation Committee, which is the first point of review for all alleged academic integrity violations. This committee is responsible for:

- **Examining incident reports**, reviewing evidence, and conducting interviews with students, staff, and relevant witnesses.
- **Determining the facts** and assessing whether a violation occurred, based on the school's Academic Integrity Policy.

- **Applying consequences** in accordance with policy guidelines, ensuring fairness, consistency, and proportionality.
- **Maintaining strict confidentiality** throughout the process.

### **Selection of In-House Committee Members:**

- The Principal or Vice Principal appoints committee members within the first two weeks of the academic year to ensure readiness in handling academic integrity cases from the outset.
- The committee consists of at least three members, including:
  - The Vice Principal or Section Principal (Chair)
  - One faculty member with expertise in academic integrity
  - One non-teaching staff member (e.g., counselor or librarian) to provide an unbiased perspective.
- The committee may invite additional subject-matter experts or consult the Assessment or Academic Team if needed.

### **Tier 2: External Investigation Committee**

If a case remains unresolved, involves complex ethical considerations, or requires further review, it is escalated to the External Investigation Committee, which consists of members from the IPS Academic Team and others members from the Head Office if needed. This secondary review ensures:

- Objective oversight beyond the school level.
- A final determination on disputes or appeals.
- Recommendations for policy adjustments, if patterns of misconduct suggest systemic issues.

### **Expected Timeline for Resolution:**

To ensure timely and effective resolution, the following timeline is established:

- **Initial Review (School Level):**
  - Incident must be reported on the same day of discovery.
  - The In-House Investigation Committee conducts its review within 5 school days and formally communicates the outcome to the student, their

parent(s)/guardian(s), and any other relevant parties, such as teachers or staff involved in the case.

- **Appeal or Escalation to External Committee:**
  - If unresolved or appealed, the case is forwarded to the Academic Team within 2 school days of the initial decision.
  - The External Committee must issue a final ruling within 10 school days of receiving the case.

### **Appeals Process:**

If a student or staff member disagrees with the decision, they may formally appeal under the following conditions:

- Appeals must be submitted in writing within 3 school days of receiving the committee's decision.
- Grounds for appeal must be clearly stated, such as:
  - Procedural errors
  - New evidence
  - Perceived bias or unfair treatment
- The appeal will be reviewed by the External Investigation Committee, which will issue a final decision within 5 school days.
- No further appeals are permitted beyond this stage.

## **6.8 Responsibilities of Students**

Students play a central role in maintaining a culture of academic integrity. They are expected to act ethically in all academic tasks, understand the policies in place, and take responsibility for upholding school-wide expectations. Their responsibilities fall under the following categories:

### **Academic Behavior**

- Submit work that is authentically their own.
- Fully and correctly acknowledge the work and ideas of others through appropriate citations.
- Review and edit their work to ensure sources are properly cited.
- Avoid participating in or supporting any form of academic misconduct in both daily classwork and formal assessments.

### **Understanding and Following Policy**

- Understand the nature of academic misconduct, including plagiarism, collusion, and AI misuse.
- Seek clarification from teachers or staff whenever unsure about assignment expectations or ethical boundaries.
- Take responsibility for adhering to the Academic Integrity Policy, whether working individually or in group settings.

### **Reporting and Clarifying Misconduct**

- Refrain from engaging in dishonest behaviors, whether intentional or unintentional.
- Promptly report or ask for clarification regarding any suspicious behavior that could undermine academic integrity at IPS.

## **6.9 Responsibilities of Parents**

Parents at IPS are essential partners in promoting academic integrity. By modeling ethical behavior and reinforcing school expectations at home, they help shape students' understanding of honesty, responsibility, and independent learning. Parental support can significantly influence a child's academic development and decision-making.

### **Monitoring & Support**

- Actively monitor your child's academic progress, including homework, assignments, and projects.
- Provide encouragement and support to help your child manage their academic responsibilities effectively.
- Assist with time management by helping your child plan and maintain productive study routines and schedules.

### **Encouraging Independence**

- Promote self-reliance by encouraging your child to take ownership of their learning journey.
- Refrain from completing assignments or projects on behalf of your child, even with good intentions.



- Support your child in overcoming academic challenges without compromising integrity.

### **Reinforcing Academic Ethics**

- Attend school events such as orientation sessions and parent-teacher meetings to stay informed about academic expectations.
- Discuss the importance of academic honesty and ensure your child understands the value of producing original work.
- Help your child recognize the importance of proper citation and respecting intellectual property.

## **VII. Consequences of Academic Misconduct**

### **By Students**

The primary objective of upholding academic honesty is to instill in students the values of responsibility, trustworthiness, and honesty. Measures taken in response to academic misconduct or dishonesty are not punitive but pedagogical, designed to guide students toward becoming active learners and responsible individuals.

#### **7.1 Responsibility and Evidence**

If a teacher suspects academic misconduct, the student must respond to the concerns and may be required to provide supporting evidence, such as drafts, research notes, or citations, to verify the originality of their work. This approach emphasizes the importance of accountability and personal integrity in the learning process.

#### **7.2 Evaluation and Consequences**

If, after a thorough examination of the student's work and the evidence provided, academic misconduct is established, the teacher may apply one or more of the following consequences:

Level	Example	Possible Consequence
Minor	<ul style="list-style-type: none"> <li>Unintentional plagiarism (e.g., incorrect citation)</li> <li>Minor copying or collaboration on assignments where not explicitly prohibited</li> <li>First-time minor offenses with no significant impact on academic performance</li> </ul>	<ul style="list-style-type: none"> <li><b>Verbal Disciplinary Warning:</b> A verbal warning documenting the misconduct.</li> <li><b>Resubmission of the Assignment in Class:</b> The student may be required to complete the assignment under supervision to ensure authenticity.</li> <li><b>Reduced Grade on the Assignment, Exam, or Task:</b> Lowering the grade to reflect the misconduct while still providing feedback for improvement.</li> </ul>
Moderate	<ul style="list-style-type: none"> <li>Repeated instances of minor plagiarism or copying</li> <li>Unauthorized collaboration on significant assignments</li> <li>Misrepresentation of information or data in coursework</li> </ul>	<ul style="list-style-type: none"> <li><b>Written Disciplinary Warning:</b> A formal warning documenting the misconduct.</li> <li><b>Resubmission of the Assignment in Class:</b> The student may be required to complete the assignment under supervision to ensure authenticity.</li> <li><b>Replacement of Assignment, Exam, or Task with a More Challenging One:</b> Assigning a more difficult task to provide an opportunity for redemption through genuine effort.</li> <li><b>Reduced Grade on the Assignment, Exam, or Task:</b> Lowering the grade to reflect the misconduct while still providing feedback for improvement.</li> </ul>
Serious	<ul style="list-style-type: none"> <li>Intentional plagiarism of significant portions of work</li> <li>Cheating during exams (e.g., using unauthorized materials or devices)</li> <li>Submitting work that is not one's own (e.g., purchased papers)</li> </ul>	<ul style="list-style-type: none"> <li><b>Written Disciplinary Warning:</b> A formal warning documenting the misconduct.</li> <li><b>Replacement of Assignment, Exam, or Task with a More Challenging One:</b> Assigning a more difficult task to provide an opportunity for redemption through genuine effort.</li> <li><b>Reduced Grade on the Assignment, Exam, or Task:</b> Lowering the grade to reflect the misconduct while still providing feedback for improvement.</li> <li><b>Decreased Final Course Grade:</b> Adjusting the overall course grade to reflect the breach of academic integrity.</li> </ul>
Severe	<ul style="list-style-type: none"> <li>Falsification or fabrication of data or research findings</li> <li>Significant cheating involving premeditation (e.g., using a proxy for an exam)</li> <li>Repeated serious offenses despite prior warnings</li> </ul>	<ul style="list-style-type: none"> <li><b>Written Disciplinary Warning:</b> A formal warning documenting the misconduct.</li> <li><b>Replacement of Assignment, Exam, or Task with a More Challenging One:</b> Assigning a more difficult task to provide an opportunity for redemption through genuine effort.</li> <li><b>Reduced Grade on the Assignment, Exam, or Task:</b> Lowering the grade to reflect the misconduct while still providing feedback for improvement.</li> <li><b>Decreased Final Course Grade:</b> Adjusting the overall course grade to reflect the breach of academic integrity.</li> <li><b>Course Failure:</b> In severe cases, the student may fail the course entirely.</li> </ul>
Critical	<ul style="list-style-type: none"> <li>Extensive and premeditated academic fraud (e.g., thesis or dissertation plagiarism)</li> <li>Large-scale collusion or conspiracy to cheat</li> <li>Any actions that significantly undermine the integrity of the institution (e.g., hacking into academic records)</li> </ul>	<ul style="list-style-type: none"> <li><b>Written Disciplinary Warning:</b> A formal warning documenting the misconduct.</li> <li><b>Decreased Final Course Grade:</b> Adjusting the overall course grade to reflect the breach of academic integrity.</li> <li><b>Course Failure:</b> In severe cases, the student may fail the course entirely.</li> <li><b>Suspension or Expulsion:</b> The student may be suspended or expelled from the institution, depending on the severity and impact of the violation.</li> <li><b>Permanent Record Notation:</b> A notation of the violation may be added to the student's permanent academic record.</li> </ul>

### **By Staff:**

If a staff member is observed by a student, another staff member, or an external individual such as a parent committing or attempting an act of academic misconduct, it must be reported directly to the Vice Principal or Principal, who will initiate an investigation.

In all investigations, if the allegations are proven to be accurate, the violation will be treated seriously. The level of the offense and the corresponding sanctions and interventions will be recommended by the school investigation committee.

Depending on the severity of the violation, consequences may include an official warning, reassignment, suspension, or termination of employment.

## **VIII. Prevention & Support for Academic Integrity**

At IPS, we believe that fostering academic integrity requires more than just enforcing rules, it involves proactively educating students, supporting teachers, and promoting ethical academic practices. The following initiatives ensure that integrity is embedded in daily learning experiences:

### **8.1 Educating Students on Academic Integrity**

To ensure all students are well-informed and prepared to uphold academic integrity, IPS leadership coordinates a structured and multi-tiered awareness program. These efforts are implemented at the start of each academic year and reinforced throughout the school year.

#### **Staff Training to Support Student Learning**

- **Initial Staff Training:** Principals and Vice Principals provide standardized academic integrity training to all Senior Leadership Teams (SLTs) and Academic Leads. These individuals are then responsible for cascading the training to all teaching staff through PD sessions, department meetings, and ongoing support.

## Student-Focused Instruction

**Annual Academic Integrity Workshops:** All students participate in interactive workshops covering key topics such as plagiarism, ethical research, and responsible use of AI tools.

- **Digital Literacy & Citation Training:** Teachers and librarians guide students in proper citation practices (e.g., MLA, APA) and help them understand how to ethically use digital resources and online content.

## Student Commitment and Practical Learning

- **Grade-Level Integrity Pledges:** At the beginning of the academic year, students sign a pledge affirming their understanding of and commitment to academic honesty.
- **Real-World Case Studies:** Teachers use age-appropriate examples of ethical dilemmas and misconduct to spark discussion and build critical thinking skills around academic responsibility.

## Schoolwide Engagement

- **Academic Integrity Awareness Week:** A dedicated week of events reinforces integrity values through student-led initiatives, posters, assemblies, and themed classroom activities.

## 8.2 Teacher Role in Reinforcing Integrity

IPS educators play a critical role in building a culture of trust, honesty, and academic responsibility. Their day-to-day practices directly influence how students understand and uphold integrity. The following strategies support teachers in promoting ethical academic behavior:

### Instructional Practices

- Embed academic integrity into regular classroom discussions by setting clear expectations and modeling ethical behavior.

- Incorporate lessons that highlight the importance of honesty, citation, and respect for original work.

### **Assessment Design**

- Design assignments and tasks that promote original thinking, open-ended responses, and real-world problem-solving.
- Avoid assessments that rely solely on memorization, as they may encourage shortcuts or academic dishonesty.

### **Monitoring Tools and Technology**

- Use plagiarism detection tools to verify the authenticity of student submissions.
- Monitor the appropriate use of AI tools and digital resources, ensuring they support learning rather than replace it.

### **Drafting and Feedback**

- Encourage students to submit drafts and engage in feedback cycles to promote revision and authentic engagement.
- Use structured review checkpoints to reduce last-minute pressure and discourage misconduct.

### **Proactive Assessment Monitoring**

- Closely observe student behavior during tests or exams to prevent cheating.
- Ensure that all assessments are administered in line with IPS academic integrity protocols.

## **8.3 Parental Involvement in Academic Integrity**

Parents play a vital role in promoting ethical academic habits and supporting a culture of honesty at home. IPS encourages the following practices to strengthen the partnership between school and home:

### Awareness and Education

- Participate in **parent information sessions and workshops** focused on academic integrity.
- Learn strategies to help children manage their time, reduce academic stress, and avoid shortcuts like plagiarism or cheating.

### Ongoing Communication

- Stay informed through **regular school communication**, including newsletters, emails, and meetings that outline academic expectations and integrity policies.
- Reinforce these expectations at home by discussing the importance of originality and ethical learning.

### Promoting Independence

- Support your child's learning journey while encouraging them to take ownership of their work.
- **Avoid completing assignments** on behalf of your child; instead, foster accountability and self-reliance.

## IX. Confidentiality

Confidentiality must be maintained throughout all stages of the academic misconduct investigation process. All individuals involved, including students, staff, and committee members, are expected to treat case-related information with the utmost discretion. Sensitive details should only be shared with individuals directly involved in the investigation or with authorized regulatory bodies when necessary.

Any unauthorized disclosure of confidential information or case details without valid cause may result in disciplinary action, in accordance with IPS policies. Upholding confidentiality is essential to ensure fairness, protect the privacy of all parties, and maintain trust in the integrity of the investigation process.

## Appendices

### Appendix A

#### Exam/Assignment Incident Report Form

Course Code	Exam Date	Exam Time	Exam Room #	Student Homeroom
	/ /	Start: End:		

Invigilation Details:	Name	Email	Signature
<b>Invigilator 1</b>			
<b>Invigilator 2</b>			
<b>Lead Invigilator</b>			
<b>Incident reported by</b>			

	Student Name	Student ID	Grade/Section	Signature
<b>1</b>				
<b>2</b>				
<b>3</b>				

#### Incident Details:

Type of Incident(s):

- Plagiarism
- Collusion
- Fabrication of Data
- Impersonation
- Cheating
- Use of unauthorized materials during an exam
- Disruptive Behavior
- Technological Misconduct
- Other (please specify): \_\_\_\_\_

**Please provide a detailed description of the incident, including any relevant circumstances, actions, and individuals involved.**

**Action (s) Taken:**

**Please describe all immediate actions taken to address the incident:**

**Additional Comments for student Services:**

**Is there any additional information or context you would like to provide regarding this student's overall behavior?**



**Number of Previous Offences:**

**List of Attachment(s):**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_

## For Administrative Purposes

Name of Mother:

Number:

Name of Father:

Number:

Recommended Action(s):

Warning Letter

Meeting with Student

Meeting with Parents

Academic Penalty

Other (please specify): \_\_\_\_\_

Date of Resolution: \_\_\_\_\_

Resolution Details:

Date: \_\_\_\_\_

Principal / Vice Principal Name

Principal / Vice Principal Signature

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

### Written Disciplinary Warning

Dear [Student Name],

This letter serves as a formal written warning regarding your recent breach of our Academic Integrity Policy. On [insert date of incident], it was determined that you engaged in the following academic misconduct:

**[Describe the misconduct in detail, e.g., plagiarism, cheating on an exam, unauthorized collaboration, etc.]**

As a result of this violation, the following consequences have been imposed:

	<b>Written Disciplinary Warning</b>
	<b>Resubmission of the Assignment in Class</b>
	<b>Replacement of Assignment, Exam, or Task with a More Challenging One</b>
	<b>Reduced Grade on the Assignment, Exam, or Task</b>
	<b>Decreased Final Course Grade</b>
	<b>Course Failure</b>
	<b>Suspension or Expulsion</b>
	<b>Permanent Record Notation</b>

Please be aware that any further violations of our Academic Integrity Policy will result in more severe disciplinary actions, which may include course failure, suspension, or expulsion from IPS.

We encourage you to reflect on this incident and take the necessary steps to ensure that it does not happen again. Maintaining academic integrity is essential for your success and the integrity of our academic community.

### Parent/Guardian Acknowledgment

I, the father/mother of **[insert student name]**, acknowledge that my child has received a **Written Disciplinary Warning** and understand the implications of this action.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

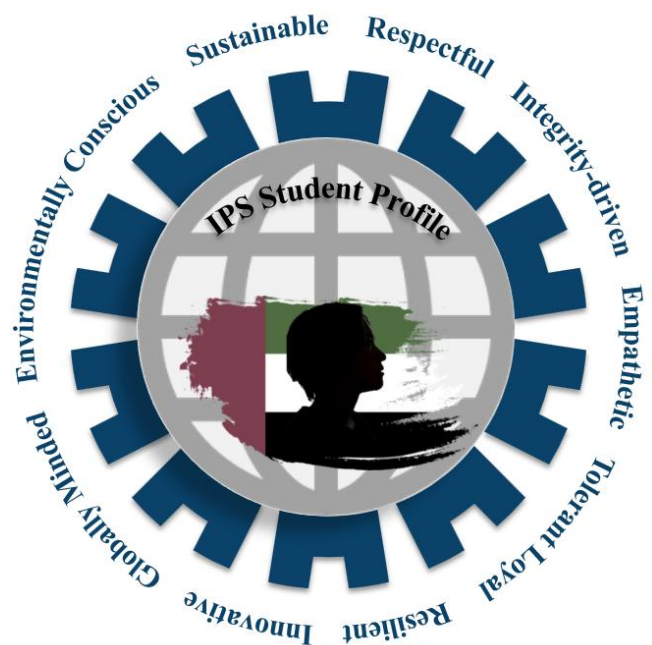
**Parent Printed Name:** \_\_\_\_\_

## Appendix C

### IPS Student Profile

At Al Ittihad Private Schools (IPS), we aim to cultivate students who embody the values essential for personal growth and global citizenship. Our student profile highlights the characteristics we strive to instill in every learner.

1. **Respectful:** Honoring the dignity and worth of every individual.
2. **Integrity-driven:** Upholding the highest standards of honesty and ethics.
3. **Empathetic:** Understanding and sharing the feelings of others.
4. **Tolerant:** Embracing diversity and promoting harmony.
5. **Loyal:** Showing dedication to their community, family, and school.
6. **Resilient:** Overcoming challenges with determination and a positive attitude.
7. **Innovative:** Embracing new ideas and technologies to solve real-world challenges.
8. **Globally minded:** Understanding global issues and responsibilities as global citizens.
9. **Environmentally conscious:** Advocating for sustainable practices and environmental stewardship.
10. **Sustainable:** Balancing economic, social, and environmental needs for future generations.



By embodying these values, our students are prepared to excel academically, contribute meaningfully to their communities, and thrive as proactive, responsible global citizens.

## Disclaimer

This policy was developed by Arabian Education Development Company. It is intended for use exclusively by Al Ittihad Private School staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

## Academic Integrity Policy

Date created: Academic Team

Date reviewed: March 17, 2025 / March 27, 2025