

ACADEMIC INTEGRITY POLICY

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Introduction

At Dallas International School (DIS), academic integrity is the cornerstone of our educational philosophy. It represents our commitment to honesty, fairness, and respect in all academic endeavors. Upholding academic integrity is not only about adhering to rules; it is about cultivating a sense of responsibility and ethical behavior that will guide our students throughout their lives.

We believe that true learning occurs when students engage with their work honestly and authentically. Academic integrity applies to every type of assessment—whether written, oral, visual, or otherwise—and to every interaction within the academic community. By fostering a culture of integrity, we aim to empower our students to take pride in their achievements and to develop the skills and values necessary for success beyond the classroom.

At DIS, we take academic integrity very seriously. We understand that students are here to learn, and we are committed to supporting them in developing the knowledge, skills, and ethical foundation they need to thrive. Our approach is to educate, guide, and, when necessary, hold students accountable in a manner that is fair and conducive to their growth.

Definitions

To ensure clarity and understanding, we define key concepts related to academic integrity and outline behaviors that constitute violations.

Academic misconduct is any action that undermines the integrity of the academic process. Such behavior not only compromises the individual student's education but also diminishes the value of the academic achievements of the entire community. The following are examples of academic misconduct:

- **Plagiarism** is the act of presenting someone else's words, graphics, or ideas as one's own without proper attribution. This includes copying text verbatim, paraphrasing without citation, or using images or ideas from any source—whether a book, website, or another student's work—without appropriate credit. Plagiarism is a serious violation because it misrepresents the student's own understanding and effort.
- **Collusion** involves working with others inappropriately, either by giving or receiving unauthorized assistance on an assignment. This includes sharing work with another student or collaborating on an assignment that is intended to be completed individually. Collusion undermines the principle of individual accountability and can lead to unfair advantages.
- **Duplication of work** occurs when a student submits the same piece of work—either in its entirety or a significant portion of it—for two different assessments without explicit permission from the teacher. Each assessment is designed to evaluate a student's progress and understanding of specific content; therefore, it is essential that each submission reflects original effort and learning.
- **Other** forms of academic misconduct include any behavior that provides an unfair advantage or distorts the academic process. This can range from cheating during exams to falsifying data in assignments. A growing area of concern is the inappropriate use of AI tools to generate work.

While AI can be a valuable resource when used ethically, using AI to produce work without acknowledgment or to bypass learning undermines the educational process and is strictly prohibited.

Academic infringement refers to instances where a student violates academic standards without the intent to deceive. This may include unintentional errors in citation, failure to paraphrase adequately, or misunderstanding collaboration guidelines. While these actions may not be as severe as deliberate misconduct, they still require corrective measures to reinforce the importance of academic integrity.

Citation is the practice of giving proper credit to the sources used in academic work. Proper citation acknowledges the original authors of ideas, text, or data and allows others to verify and follow up on the research. Citations must be clear, complete, and in accordance with the required academic style.

Referencing involves providing detailed information about the sources cited in academic work. This includes the author's name, title of the work, publication date, and other relevant details that allow readers to locate the source material. Proper referencing not only supports the integrity of academic work but also contributes to the academic dialogue by building on the work of others.

Student Education

At DIS, we recognize that academic integrity is a learned behavior. It is our responsibility as educators to guide students in understanding and upholding the principles of honesty, fairness, and respect in their academic work. We take a developmental approach to teaching academic integrity, with specific focus areas tailored to different stages of learning:

- **Cycle 1 (EC-KG):** The focus is on *Acting with Integrity*. At this early stage, students are introduced to the concept of integrity through discussions about honesty, respect, and doing the right thing even when no one is watching. Activities and lessons are designed to build a foundation of ethical behavior that will support their future learning.
- **Cycle 2 (1st-3rd):** The focus is on *Working with Integrity*. As students begin to take on more structured assignments, they learn about the importance of completing work independently and fairly. Discussions center around the concepts of collusion, unfair advantages, and the importance of producing original work.
- **Cycle 3 (4th-6th):** The focuses are on *Understanding Plagiarism, Reading for Understanding, and Paraphrasing*. At this stage, students are introduced to the concept of plagiarism and learn how to read for understanding and rephrase ideas in their own words. They are taught the basics of citation and the importance of acknowledging the work of others.
- **Secondary School:** The focuses are on *Understanding Duplication of Work, Referencing, and Citation*. As students engage in more complex assignments and research projects, they are expected to master the skills of proper citation, referencing, and avoiding the duplication of work. Teachers provide explicit instruction on academic integrity, including the ethical use of AI and other digital tools.

Use of Artificial Intelligence

Artificial Intelligence (AI) tools have the potential to enhance learning when used ethically. However, the use of AI must be clearly guided to ensure that it supports, rather than undermines, academic integrity. Teachers at DIS will categorize assignments according to the following guidelines, specifying whether an assignment is classified as Green Light, Yellow Light, or Red Light with regard to the use of AI:

- **Green Light.** For assignments classified as Green Light, students are permitted to use AI tools to support their work. This might include generating ideas, checking grammar, or even drafting text. However, it is crucial that any use of AI is properly documented and credited. Students must clearly indicate how AI was used and ensure that the AI-generated content is integrated ethically into their work. Failure to acknowledge AI contributions will be treated as a violation of the DIS Academic Integrity Policy.
- **Yellow Light.** In Yellow Light assignments, students may use AI to help prepare but not to directly produce the final submission. For example, AI can be used for brainstorming or conducting preliminary research. Students must explain how AI tools informed their process and are responsible for the accuracy and originality of the ideas presented. Again, any use of AI must be documented, and failure to do so will be treated as a violation of the Academic Integrity Policy.
- **Red Light.** All Red Light assignments require students to complete the work entirely independently, without the assistance of AI tools or other automated resources. These assignments are designed to assess the student's own understanding and skills, and any use of AI will be considered a serious violation of the Academic Integrity Policy. Students are expected to adhere strictly to this guideline and to demonstrate their own effort and learning.

To uphold academic integrity in an AI-integrated learning environment, teachers may require students to submit a version history of their work—for example, using the version tracking function in Google Docs or a similar platform. This requirement allows educators to verify the authentic development of student ideas and to ensure that work submitted reflects meaningful engagement and independent effort. If requested by the teacher, a student's failure to provide a version history may result in the work being considered not submitted until such documentation is provided. This measure supports transparency and reinforces responsible academic practices in the age of digital tools and AI.

Verification of Student Work

To support in ensuring the academic integrity of student work submitted for assessment, it must be submitted through an online platform (e.g., Turnitin) to check for instances of academic misconduct, including but not limited to plagiarism. This is a requirement for all work submitted to the International Baccalaureate as part of students' internal and external assessments.

Consequences for Violations of Policy

Violations of the Academic Integrity Policy at DIS are addressed with a combination of educational and disciplinary measures, reflecting the severity of the violation and the student's intent. Our goal is to ensure that students learn from their mistakes while maintaining the integrity of our academic programs.

External Consequences

- **French Baccalaureate.** In the context of the French Baccalaureate exams, academic misconduct is treated with utmost severity. Any instance of misconduct results in a score of 0/20 for the exam in question, and may also lead to a five-year ban from all examinations and higher education institutions. This consequence underscores the importance of maintaining integrity in all aspects of academic work.
- **International Baccalaureate.** For International Baccalaureate programs, academic misconduct results in a score of N, signifying failure in the subject and/or diploma. Additionally, the student may face a ban from future IB examinations. In cases of academic infringement, the student will receive a score of 0 on the assessment, resulting in a significantly diminished score for the subject.
- **Standardized Tests (SAT, ACT, etc.).** Misconduct during standardized tests such as the SAT or ACT can result in the invalidation of the test score and may lead to a ban from future examinations. These consequences are serious and highlight the importance of adhering to the highest standards of honesty during testing.

Internal Consequences

- **Elementary School.** For students in elementary school, a violation of the Academic Integrity Policy will result in an infraction. The infraction will be documented, and the student will receive guidance and support to understand the importance of academic honesty.
- **Secondary School.** Students in Secondary School will be held to a higher standard regarding matters of academic integrity. Consequences will depend on the type of violation.
 - **Academic Misconduct.** In cases of academic misconduct, secondary school students will receive an infraction, a score of zero for the assignment in question, and a meeting will be held with the student's parent/guardian. Additionally, the student will be disqualified from receiving any academic distinctions for the semester in which the misconduct occurred and will be deemed ineligible for membership in any academic honor societies for the duration of that academic year. Depending on the severity of the misconduct, the student may also receive an in-school suspension. These measures are intended to reinforce the seriousness of academic integrity and to provide a clear deterrent to future violations.
 - **Academic Infringement.** For academic infringement, the student will receive an infraction and will be required to resubmit the work in accordance with academic standards. The resubmission provides an opportunity for the student to correct their mistake and to learn the proper procedures for academic work.

Policy Review and Publication

This policy is reviewed regularly through collaborative planning, and final versions for publication are sent to and formally approved by the DIS Executive Leadership Team. The latest version of this policy is made available to the DIS community through the MyDIS platform.