



Academic Integrity Policy

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1. Purpose

CCS strives to promote a learning/teaching culture that embraces the highest level of integrity. In accordance with our [school values](#), the [IB learner profile](#) and the [CIS Code of Ethics](#), we expect our students to be honest, respectful of themselves and others, and act with integrity. It is expected that students will develop respect for academic research that is judiciously and rigorously conducted.

a. Policy Statement

Canggu Community School is committed to academic integrity, and shall ensure that the whole school community understands what this means, and is aware of the consequences of academic misconduct. The school shall promote academic integrity through good practice in teaching, learning and assessment.

The policy applies to all CCS students, particularly those in the IB Diploma Programme or preparing for IGCSE exams. It covers all assignments - from homework to IGCSE and IB coursework - as well as other formal assessments required by Cambridge or the International Baccalaureate, regardless of whether the work is completed at school or at home.

b. Connection to the IB Learner Profile

Foundational to CCS core values and in line with the IB statement, academic integrity is the decision to act in a responsible way whereby others can trust us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work. At CCS, it is our aim to create a culture of academic integrity that aligns with the attributes of the IB Learner Profile. As a result, the IB Learner Profile serves as the pillar of our Academic Integrity guidelines.

We encourage CCS students to be:

- Inquirers - who learn with enthusiasm and sustain our love of learning throughout life
- Thinkers - who use critical thinking skills to make reasoned and ethical decisions
- Principled - who act with integrity and take responsibility for their actions
- Risk-takers - who are resourceful and resilient in the face of challenges and change
- Reflective - who evaluate their experiences to understand and improve themselves

2. Our commitment to Academic Integrity

Learning requires an honest effort, meaning students give their best and demonstrate integrity when creating work that reflects their learning. The Academic Integrity policy at CCS is reviewed on a regular basis with our learning community to ensure everyone's understanding. All CCS students are committed to Academic Integrity and Diploma Programme students must sign the CCS Academic Integrity Contract (see Appendix b), acknowledging their understanding and commitment to Academic Integrity.

3. Definition of Terms

CCS adopts the IB's definition of student Academic Misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially

threatens the integrity of IB examinations and assessments that happen before, during or after assessments or examinations, paper-based or on-screen. This includes behaviour in school, out of school and online.

There are different types of Academic Misconduct in the IB:

- **Plagiarism** - the representation, intentionally or unwittingly, of the ideas, words or work of another person or AI without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. The IB uses plagiarism detection software to identify when this occurs.
- **Collusion** - supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another. This also includes presenting copied or duplicated work produced by another student as original.
- **Misconduct** - during an IB examination includes taking unauthorised material into an exam room, disruptive behaviour and communicating with others during the examination.
- **Communication about the content of an examination** - 24 hours before or after the exam with others outside their school community is also considered a breach to IB regulations.
- **Duplication of work** - the presentation of the same work for different assessment components and/or Diploma Programme requirements.
- **Inappropriate use of generative Artificial Intelligence (AI)** - when a student uses AI tools to create new content, submits it as their own original work, and fails to appropriately acknowledge the use of AI in their submission for assessment. If AI is used, this must be in line with the schools [Artificial Intelligence - Acceptable Use Guidelines](#).

Other definitions include:

- **School maladministration** - an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.
- **Balance of probability** - the decision-maker(s) with appropriate subject-matter expertise is satisfied that an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct
- **Authenticity** - An authentic piece of work is one written in the student's own words, and one that is based on individual and original ideas with the work of others fully acknowledged. All paraphrased sections or quotations are correctly referenced.
- **Intellectual Property** - forms of intellectual and creative expression (e.g. works of literature, art, drama or music) must be respected and are normally protected by law and intellectual property rights (patents, registered designs, trademarks and copyright).
- **Artificial Intelligence (AI)** - Computer systems / software tools such as ChatGPT that are able to perform tasks normally requiring human intelligence such as, visual perception, speech recognition, learning, decision-making, and natural language processing (Cardona et al. 12). This policy specifically addresses the capability of machines to generate complex human language, including essays, responses to academic prompts, and other common school assignments.
- **First Submission** - The first submission (coursework) is the version for which students will receive detailed written feedback. Afterwards, students can make changes before their submit their final submission
- **Final Submission** - This is final submission for a specific coursework component. No

changes can be made anymore after the final submission took place.

4. Responsibilities, Rights and Expectations

Information is taken from the IB's Academic Integrity Policy - Expectations and responsibilities of the school community:

a. School responsibilities

- Ensure that all teachers have the same level of understanding of academic integrity.
- Provide guidance and support to teachers when it is necessary to take action on academic misconduct.
- Develop a clear vision, strategy and direction to be able to make decisions that are fair, transparent and consistent.
- Ensure that teachers, support staff, students and parents and legal guardians have a common understanding of what constitutes student academic misconduct and of the possible consequences.
- Ensure that the academic integrity policy is reviewed and updated on a regular basis.
- Ensure that students are held accountable, according to the school's own policies, when involved in an academic misconduct incident.
- Ensure that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident.
- Immediately notify the IB of any breach in the procedure for the secure storage of IB examination materials or the conduct of the examinations, in accordance with the procedures described in programme-relevant documents.
- Support the IB in any investigation into possible student academic misconduct and/or possible school maladministration, following guidance provided by the IB.

b. DP Coordinator responsibilities

- Ensure that students know how to cite sources and acknowledge the work of others.
- Ensure that all school and IB policies are applied fairly and consistently.
- Ensure compliance with secure storage of confidential IB material policy and the conduct of IB Examinations.
- Ensure that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and relevant IB regulations.
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Is responsible for investigating any cases of alleged misconduct in Year 12 and 13.
- Ensure all DP students sign the CCS Academic Integrity Contract (Appendix b).

c. Librarian responsibilities

The Librarian serves as a valuable resource for all DP students and teachers. As an expert in academic integrity (in particular citations and bibliographies), they offer ethical guidance and general advice. The librarian also leads sessions during Core lessons, covering both physical and online resources, including databases, and provides support in selecting appropriate sources for given assignments. The library also offers students the ability to request one on one research help sessions. Additionally, as part of the Extended Essay (EE) process, the Librarian supports the EE coordinator with helping students to better understand the importance of a clear essay structure, [Effective citing and referencing](#), and other related topics. The library also offers readers' advisory for both information print books and leisure fiction choices. The library's collection continues to modernise, with both best sellers and common favourites combined with books supporting the curriculum in particular. In addition, the [CCS library homepage](#) serves as a great resource for exploring these

offerings and more.

d. Teacher responsibilities

- Follow the procedures set out in this policy and model academic integrity.
- Ensure that students have a full understanding of the expectations and guidelines of all subjects by referring to the Academic Integrity Policy.
- Ensure that students understand what constitutes academic misconduct and its possible consequences.
- To confirm that, to the best of their knowledge, all student work accepted or submitted for assessment is the authentic work of each student.
- Plan a manageable workload so students can allocate time effectively to produce work according to IB expectations.
- Report academic misconduct to administration.
- Teach students techniques to produce authentic work, such as effective research skills, legitimate paraphrasing, citing and referencing.
- Provide feedback and ensure students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.
- Set appropriate and scaffolded deadlines and scaffolding for work.
- Ensure that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB.
- Utilise methods such as “Turnitin” or other platforms to verify the originality of work.

e. Student responsibilities

- Be principled. Always act with integrity and honesty - taking responsibility for actions.
- Where students are encouraged to collaborate, each student’s final piece of work must be produced independently and written in the candidate’s own words.
- Complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities.
- Comply with all school deadlines - this includes complying with deadlines for First and Final coursework submission - this is for their own benefit and may allow time for revising work before the submission of the final version.
- Give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products.
- Appropriately acknowledge the use of generative artificial intelligence tools.
- Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students or private tutors.
- Ensure that all sources are acknowledged in the work using MLA referencing style.
- Not discuss IB exams / questions for a 24-hour period after the examination concludes.
- Abstain from giving undue assistance to peers in the completion of their work.
- Ensure that they have read, understood, and signed the school’s academic integrity policy / contract.

f. Parent responsibilities

- Offer support to students by taking an interest in their work and ensuring they are on track to meet the internal deadlines issued by the school.
- Ensure that they have read and understand the school’s academic integrity policy.
- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- Support learning and integrity through home conversations related to being principled.
- Understand what constitutes student academic misconduct and its consequences.
- Submit only genuine and/or authentic evidence to support a request for inclusive access

arrangements or adverse circumstances considerations for their children.

Specific to Tutoring: Students often receive additional tutoring outside of school time, as arranged by parents. Parents, students, and tutors must be aware of expectations for academic integrity and these guidelines:

- Effective tutoring supports students with time management, planning assessments, content learning and consolidation of learning, as well as providing broad feedback on written work.
- Tutors cannot write student work for them, in part or whole.
- Tutors cannot proofread or restructure student work for them. Tutors can guide and support students in the revision and proofreading process, but revisions must come from the student independently.
- Tutors cannot directly support assessments that are submitted as part of IB coursework.

5. Academic Misconduct

a. Examples of academic misconduct

<p>The student unintentionally includes a quote without proper attribution in an IA. It is considered a first offence (Minor)</p>	<p>The teacher should find the error using Turnitin. The student will meet with the teacher and the DP coordinator to discuss academic integrity. The student should be guided into correcting the error by the Teacher. A note is made on Managebac.</p>
<p>The student intentionally plagiarises a large portion of a TOK formative assessment. It is a first offence (Major)</p>	<p>The student and a parent will meet with the teacher and the DP coordinator to discuss academic integrity. The student will be warned that further actions could result in their removal from the Diploma Programme. The student will redo the assessment and have it resubmitted to turn it in. A note is made on Managebac.</p>
<p>The student intentionally plagiarises a large portion of a TOK summative assessment. It is a first or second offence (Serious)</p>	<p>The incident will be escalated immediately to the secondary principal, who will determine the proper course of action with the student and their family, as well as the DP coordinator.</p>
<p>Misconduct during an examination include the following examples:</p>	<ul style="list-style-type: none"> - taking unauthorised material into an examination room - having inappropriately annotated texts in an exam - misconduct during an exam, including any attempt to disrupt the examination or distract another candidate - exchanging or in any way supporting, the passing on of information that is related to the exam - copying the work of another candidate - failing to comply with the instructions of the invigilator - impersonating another candidate - stealing examination papers - disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the exam
<p>Further examples of academic misconduct - specifically in regards to the misuse of Artificial</p>	<ul style="list-style-type: none"> - Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own - Copying or paraphrasing whole responses of AI-generated

<p>Intelligence (Joint Council for Qualifications 4)</p>	<p>content</p> <ul style="list-style-type: none"> - Using AI to complete parts of the assessment so that the work does not reflect the student's own work - Failing to acknowledge use of AI tools when they have been used as a source of information - Incomplete or poor acknowledgement of AI tools
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b. Strategies for preventing academic misconduct

At CCS, we are deeply committed to upholding academic integrity and are dedicated to fostering a culture where honesty and ethical behaviour guide all aspects of learning and academic work. Our aim is to hold ourselves accountable for ensuring that all students understand the importance of academic integrity and act with honesty. To achieve this, we are focus on:

- having teachers on campus who attended the IBDP Academic Integrity Cat. 3 workshop.
- dedicating time during the DP induction days for student workshops on academic integrity, reinforcing its importance from the start.
- keeping teachers updated on the latest developments in AI and detecting academic misconduct by encouraging participation in relevant professional development opportunities.
- providing teacher- and librarian-led lessons that cover physical and online resources, including databases, and offering support in selecting appropriate sources for various assignments.

The IB cannot determine whether academic misconduct was intentional or accidental. It holds students responsible for understanding and adhering to acceptable standards of behaviour.

c. Procedures for investigating academic misconduct

Procedures for Investigating include the following:

- **Teachers' professional judgement:** Teachers may question the academic integrity of a piece of submitted work based on their own professional judgement and intuitive feelings.
- **Comparing and contrasting to past assignments:** A teacher may call submitted work into question if the quality, calibre, tone or style of a submitted piece of work does not match previous assessments submitted by the student.
- **Lack of in-text citations and referencing:** A teacher may question any piece of work that does not include proper referencing of secondary sources. This includes in-text citations, footnotes and/or any other bibliographic annotations.
- **Turnitin:** All official internal and external assessments at IGCSE and IB level must be submitted through Turnitin. A teacher has the right to call into question any work whose similarity index falls above a threshold determined by staff in each subject area.
- **One on one interview:** A teacher may question the academic integrity of any piece of student work whose content cannot be clearly explained, justified or restated in a one-on-one interview such as Viva Voce.
- **Discrepancies between the First and Final Submission:** A teacher may call into question any work in which there are clear and significant discrepancies in content, style, tone or language between the draft and final submitted assessment.

d. Consequences

Behaviours, both positive and negative, have consequences. It's essential for students to learn from their behaviour. Consequences will be appropriate to their developmental stage and, when relevant, will follow IB regulations. The different types of offences are listed below:

i. Internal (CCS) consequences

Category	Examples
Minor offence	<ul style="list-style-type: none"> - Collusion - the work of students shows close similarity - Falsification of data - Methodology section misrepresents or overstates the rigour with which the data was gathered. - Including proper citation to sources, but research contains almost no original work - Combining text copied from a source without quotes or in-text citation - Submitting a paper without a work cited list
Major offence	<ul style="list-style-type: none"> - Presenting the work of others as your own - Copying a text from a digital source - Submitting work edited by, or obtained from a third party - Student submits work heavily edited by a third party, including AI - Duplication of work - Presentation of the same work (partial reuse) for different assessment components or subjects - Falsification of data - Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings - Submitting or copying another student's work - 2nd instances of minor offences
Serious offence	<ul style="list-style-type: none"> - Involves academic misconduct in the final version of coursework / Internal Assessments to be submitted - Substantial deception or malice, or that involves violating external assessment guidelines set by the IB or other organisations. - Student submits work that was entirely produced or edited by a third party - Duplication of work - Presentation of the same work (complete reuse) for different assessment components or subjects. - Use of essay-writing services offering assistance in writing essays or other assessment materials - Illegally obtaining or distributing IB examination materials - Falsification of data - Data is fabricated or data gathered by other people is presented as gathered by the student

Level	Action and Consequences
1 Minor offence	<ul style="list-style-type: none"> - Teacher informs the DP Coordinator about the nature of the incident - Teacher meets with the student and highlights the problematic areas and how to resolve the situation - Teacher or DP Coordinator notes incident on Managebac; parents notified - Student addresses the areas of concern and resubmits the task for feedback only - An achievement level of "not assessed"(NA) is awarded to the task. A comment is entered onto ManageBac, detailing the situation.

	<ul style="list-style-type: none"> - Teacher emails the caregiver detailing the incident and the consequences
2 Major offence	<ul style="list-style-type: none"> - All of the above - Student meets with Programme Coordinator and parents to discuss the circumstances of academic integrity, review the policy and determine whether additional disciplinary consequences are merited - Teacher / DP Coordinator meets with the student to discuss support surrounding academic misconduct, e.g stress, time management, etc. - Assignment is re-done and re-submitted to Turnitin.com - Administrators may elect to restrict students from participation in co-curricular activities - Students who receive a Level 2 warning will not be eligible for academic honours or awards for the six months after the infraction takes place
3 Serious offence	<ul style="list-style-type: none"> - All of the above - A suspension from school may be enforced with the length to be determined by the CCS leadership team - The IB will be informed if the academic misconduct impacts on any IB regulations or procedures - consequences of this can be seen below
<p>When determining consequences for academic malpractice, both the severity of the offence and the number of prior incidents will be considered.</p>	

ii. **External (IB) consequences**

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. During those investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available, and any sanction applied will be based on the penalty matrix (see [IB Academic Integrity Policy](#), page 31 - 35). Typically, the IB would allow one of the following for students penalised for academic misconduct.

- Retake in six months, depending on subject availability
- Retake in 12 months
- No retake allowed, but award of grades in subjects not affected by the incident

In addition to the described penalties in the matrix and listed above, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

- **Change in registration category** - for DP students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.
- **Permanent disqualification from current and/or different programmes** - for DP students this would mean no grade is awarded in any subject and no retake is allowed.

6. Guidance on the use of Artificial Intelligence (AI) tools.

The IB will not ban the use of AI software as AI tools do not threaten the underlying principles of what the IB values. Students need to be aware that the IB does not regard any work produced, even only in part, by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text

and appropriately referenced in the bibliography. More information regarding this can be found in the [CCS Artificial Intelligence - Acceptable Use Guidelines](#).

7. References

a. Works cited

This academic integrity policy, along with much of its language, is drawn from the International Baccalaureate Organization's policies and publications listed below.

American International School of Guangzhou. *Academic Integrity Policy*. Apr. 2022.

Cambridge International Education. *Cambridge Handbook 2024*.

Cardona, Miguel A., et al. *Artificial Intelligence and the Future of Teaching and Learning Insights and Recommendations*. Office of Educational Technology, May 2023.

Cedar International School. *Academic Integrity Policy*. Nov. 2022.

Dr. Celina Garza. *Academic Honesty – Principles to Practice*. International Baccalaureate Organization, Oct. 2014.

International Baccalaureate Organization. *Academic Honesty in the Diploma Programme*.

International Baccalaureate Organization. *Academic Honesty in the IB Educational Context*. Oct. 2019.

International Baccalaureate Organization. *Academic Integrity Policy*. Oct. 2019.

International Baccalaureate Organization. *Artificial Intelligence (AI) Tools – Common Questions and Concerns*. 2023.

International Baccalaureate Organization. *Effective Citing and Referencing*. Apr. 2022.

International Baccalaureate Organization. *The IB and Artificial Intelligence (AI) Tools*. 2023.

Joint Council for Qualifications. *AI Use in Assessments: Protecting the Integrity of Qualifications*. Feb. 2024.

Monash University. *Student Academic Integrity Procedure*. June 2022.

Osaka YMCA International School. *Academic Integrity Policy*. 2023.

Regents International School Pattaya. *Academic Integrity Policy*. Jan. 2022.

The American School in Japan. *Use of Artificial Intelligence at ASIJ*. Aug. 2023.

b. References to other CCS policies:

Canggu Community School, CCS Artificial Intelligence - Acceptable Use Guidelines 2024/25
Behaviour Policy, 7.3 Assessment Policy, 7.0 Teaching and Learning Policy,

This policy replaces the previous version, 8.4 Academic Integrity (October 2012; revised Sep. 2023) and serves as the updated policy for all matters related to academic integrity at CCS.

8. Appendices

a. Appendix A - Alignment with the IB Programme standards and practices

This policy is in line with the IB Programme standards and practices, specifically:

Leadership 1	The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01)
Leadership 1.2	Leadership and governance understand all IB rules, regulations and guidelines, and have put in place structures and processes to ensure compliance. (0201-01-0200)
DP2	The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment. (0201-01-0232)
Student support 1	The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
DP1	The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)
Culture 3:	The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)
Culture 3.1	The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
Culture 3.2	The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
Culture 3.3	The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
Culture 3.4	The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
Culture 3.5	The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)
Lifelong learners 4	Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)
Lifelong	Students and teachers comply with IB academic integrity guidelines

learners 4.1	
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b. Appendix B - CCS Academic Integrity Contract

CCS Academic Integrity Contract - 2024-2025

It is important that each student understands what academic integrity is and agrees to remain within the guidelines of the school's [Academic Integrity Policy](#) for the duration of the IBDP at the Canggu Community School. IBDP students must review the School's Academic Integrity Policy and commit to upholding academic integrity by signing this contract.

- | | | | |
|----|---|------------------------------|-----------------------------|
| 1 | Have you read and understood the CCS Academic Integrity Policy? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2 | Do you understand what is meant by plagiarism? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3 | Do you understand what is meant by collusion? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4 | Do you understand that permitting someone else to use your work, even if you gain no benefit, constitutes collusion and is considered academic misconduct on your part? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 5 | Do you understand what is meant by inappropriate use of generative Artificial Intelligence (AI)? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 6 | Do you understand the consequences of using AI tools without properly crediting the software within the text and citing it correctly in the bibliography? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 7 | Do you know when you need to reference other people's ideas? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 8 | Do you understand that gaining any unfair advantage with regard to assessment tasks or examinations is academic misconduct? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 9 | Do you understand that you are not allowed to communicate with other students during examinations? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 10 | Do you understand that you are not allowed to take unauthorised items (electronic devices, wearable technology, including watches) into an exam? | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 11 | Do you understand that it is not permitted to falsify or fabricate data or observations on any work. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 12 | Do you understand that it is not permitted to turn in a paper or project more than once for different classes or assignments. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 13 | Do you understand that it is not permitted to receive unauthorised assistance on any IB work being submitted for internal or external assessment. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

We have read and understand the CCS Academic Integrity Policy and this Academic Integrity Contract, and we agree to abide by the rules outlined in the policy and above.

Student Name: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____