



ACADEMIC INTEGRITY POLICY

Last Reviewed September 2025

**KING ABDULAZIZ SCHOOLS
INTERNATIONAL SYSTEM**

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Introduction

The idea to start an international stream at King Abdulaziz Schools (KAS) was prompted by the owner's quest to build a school that provides quality education for the community of Madinah. The board members were keen on having an educational program that centers on research, inquiry, and lifelong learning.

The school started implementing the IB programmes in 2014. Spurred by the idea of being the first Primary Years Programme (PYP) school in the city of Madinah with English as the language of instruction, all stakeholders worked with this end in mind to reach this goal. Thanks to all stakeholders' support, the school gained a good reputation within the community and began growing gradually. We became a PYP authorized school in 2017, in 2020 KAS was authorized for the IB Middle Years Programme (MYP) and in 2021 the school became the first school in Madinah to offer in conjunction the three IB programs (PYP, MYP & DP) and accredited by Cognia, a nonprofit organization that provides quality assurance for schools.

KAS Philosophy

KAS is a non-profit organization that believes that education aims to foster the child's development as a whole person. We believe students should be encouraged to think critically, creatively, become autonomous learners, and exploit their academic and personal potential. We want students to be productive in their lives, appreciate and respect different cultures, and feel responsible by serving their own country and the world.

We believe learners bring their strengths and uniqueness to the classroom. Our teachers strive to cultivate learning partnerships with our learners. KAS believes that teaching is about empowering learners to take responsibility for their learning, inspiring courage to grow intellectually, cultivating curiosity, providing opportunities for developing relationships, clarifying values, uplifting the spirit and igniting action.

Our rigorous assessments aim to discover what our learners know and have learned at different learning stages. We believe that effective assessments cover the five essential elements of learning: the acquisition of knowledge, understanding of concepts, mastering skills, developing attitudes, and encouraging the initiative to act.

Our School aims to prepare young minds in becoming leaders who meet the global challenges of the 21st century and grow to become internationally-minded individuals that push for positive change in the world.

IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural

understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging international education programs and rigorous assessment. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.”

KAS Mission Statement

“King Abdulaziz School strives to cultivate international educational experiences that prepare active and lifelong learners. KAS aims at providing stimulating academic programmes supported by rigorous assessment implemented through an inquiry-based, caring learning environment. Learners are equipped with the skills they require to reach their full potential and become responsible global citizens.

KAS prepares students to be open to other perspectives, values and traditions whilst recognizing their own identity and taking pride in their cultural heritage.”

KAS Vision Statement

“To inspire the individual potential of all students and enable them to become principled, proficient, inquiring, and caring lifelong learners.”

KAS Core Values

KAS fosters an atmosphere of academic excellence and encourages intellectual inquiry and critical thinking of all students and staff, recognizing their different learning needs, encouraging them to be:

- **Knowledgeable:** Knowing well, achieving well and doing well
- **Actionable:** Aiming high, reaching out and exemplary outlook
- **Successful:** in school, in universities and beyond

International-Mindedness, IB Learner Profile Attributes and KAS Policies

We believe that each learner profile attribute incorporates key values, attitudes, knowledge, understanding and/or skills crucial to learning and development. Thus, our prospective students, their families and the whole school community acknowledge the importance of utilizing the IB learner profile attributes to develop the needed skills for international mindedness, to become an agentic learner and to adhere to this policy. The following IB learner profiles attributes are adopted from the IB:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

(The IB Learner Profile: A singular capacity for invigorating campus life IBO; 2010)

Purpose of this document

KAS Academic Integrity Policy has been created to ensure that all members of the school community are properly informed and comply fully with the school's procedures and expectations for academic integrity. The policy also defines and explains how the school will manage through transparency, fairness, confidentiality, and consistency academic misconduct incidents. To encourage principled behaviors and to prevent academic

misconducts and malpractice within the school's community, this policy highlights the rights, expectations and responsibilities of all stakeholders and clarifies sanctions that are implemented when KAS Academic Integrity principles are breached.

KAS Academic Integrity Philosophy

The IB defines Academic integrity as *“a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work.”*

Academic Integrity, 2019, P.3

We believe that each learner profile attribute incorporates skills that are crucial to life-long learning. Thus, KAS defines academic integrity based on IB learner profile attributes which promote personal integrity in teaching and learning. To clearly understand KAS academic Integrity policy, it is necessary to clarify behaviour that can lead to unfair advantages in academic work, hereby referred to as malpractice. To achieve this, we focus on teaching our students to become principled, to recognize authentic work, and in promoting student learning through inquiry that includes responsible use of their knowledge and communication of original work.

KAS aims to create a conscious generation that enjoys integrity and bears full responsibility for their action. This cannot be achieved unless the learning community appreciate the importance of integrity and respect for the efforts of others. Hence, KAS develops this policy to articulate responsibilities by practicing a variety of skills related to academic integrity which reflects its five fundamentals: Integrity, trust, fairness, respect, and responsibility.

Links with other KAS Policies

KAS Academic Integrity Policy should be read in conjunction with the following policies:

- **KAS Admission Policy:** KAS academic integrity policy and procedures apply to all applicants sitting the Entrance Tests.
- **KAS Assessment Policy:** KAS assessment policy and procedures reflect this academic integrity policy. KAS teachers and students are expected to show their understanding of the policy during assessments.
- **KAS Homework Policy:** To extend the value of academic integrity, honesty, and

work ethics beyond the classrooms.

- **KAS Language Policy:** The use of language in this policy reflects the expected language levels that the school commits to provide to its learning community as outlined in KAS language policy, to understand KAS academic integrity policy and procedures.

Academic Integrity Committee

The Committee of KAS Academic Integrity includes Vice Principals, Program Coordinators, concerned department heads, PTA representative and students' council representative. The committee meets for hearings and to make findings based on testimonies and presents evidence of allegations of academic dishonesty. The committee will then make the appropriate decision and apply the necessary sanctions from the academic integrity policy.

Expectations and Responsibilities of the School Community

In line with IB expectations regarding academic integrity, KAS works closely in partnership with all members of its learning community to maintain and respond positively to this policy. Embracing, promoting and implementing KAS academic integrity policy is a shared responsibility between the school and all stakeholders.

academic integrity leadership

The Academic Integrity Policy leadership responsibilities include:

- Reviewing and updating the Academic Integrity Policy on a regular basis to ensure alignment with IB requirements and school values.
- Conducting workshops and awareness sessions for students, teachers, and parents to build a clear understanding of academic integrity principles.
- Providing continuous training and guidance to staff members on how to embed academic integrity into teaching and learning.
- Monitoring and supporting the consistent application of academic integrity practices across all grade levels throughout the academic year.
- Offering advice and support to students when issues related to academic honesty arise, helping them develop responsible research and referencing skills.

Leadership Team:

- Ensure that the academic integrity policy is written in simple and plain language and shared with the whole school community.
- Facilitate the translation of the academic integrity policy into Arabic, the mother tongue language, for wider access to the members of the learning community.
- Ensure all investigations into academic misconduct are transparent and in line with the stated expectations of the IB.

Program Coordinators:

- Ensure that the school's academic policy is read and thoroughly understood by students and teachers.
- Support the EE coordinator and the librarian to conduct sessions on the procedures Academic integrity policy.
- Facilitate the provision of safe storage of examination materials as well as the conduct of examinations are in line with the policy and conduct of IB Examination.
- Contact the IB regarding cases of academic misconduct and conduct internal investigations in cases of malpractice at school.

Teaching and non-teaching staff:

- Teachers are the role model for Academic Integrity practice. Therefore, any breach of this expectation is viewed seriously at KAS. Repeated violations will affect teachers' annual evaluation and their appraisal outcome.
- Support students to develop clear understanding of subject guidelines to prevent academic misconducts and its consequences through responsible and purposeful teaching
- Support students to use the work of others ethically guide them on Effective citing and referencing
- Support students to schedule workloads effectively to improve their self-management skills
- Use different plagiarism detection methods such as professional judgement, interviewing students and applying school's antiplagiarism software to cross-reference students' work for preventing malpractice and academic misconducts. The school has subscribed to a website to detect plagiarism in student work.
- To be methodical when saving students' internal assessment to avoid errors in final submission to IB.
- Act in a fair and honest manner in investigating cases of academic misconduct.

- To be above board and reflect principles and expectations of the school's and IB's academic integrity.
- Confidentiality of all assessments and storage applies to all staff members

Students:

- Must read KAS Academic Integrity Policy and acknowledge their understanding of it by signing and returning KAS academic integrity agreement form.
- Must comply fully with all expectations associated with the submission of authentic work, acknowledging the intellectual properties of others and completing all work to their best abilities.
- Use the internet and social media responsibly and give credits to other members if working in a group.
- Must maintain proper conducts in all KAS examinations and sign the academic integrity pledge attached to each summative assessment
- If an incident of malpractice occurs, students must Immediately Inform and complete the reflection process in the presence the concerned teacher and cooperate fully with all related investigations.
- All KAS students (from PYP 3 and above) are encouraged to use Modern Language Association (MLA) to cite information from other sources in their writing. However, students can use any other appropriate methods, such as Harvard referencing, if they use the referencing style consistently. This is to recognise diversity of choice, bearing in mind that MLA and Harvard referencing share some similarities and minor differences, if students and teachers recognise the similarities and differences:

Similarities

- Purpose: MLA and Harvard styles aim to give credit to the original authors of the information being used and to avoid plagiarism.
- Alphabetical Order: Both require the reference list (Harvard) or Works Cited page (MLA) to be organized alphabetically by the author's last name.
- In-text Citations: Both use in-text citations to refer to the sources within the body of the text.

Differences

- In-text Citations:
- Harvard: Uses the author-date format. For example, (Smith, 2019).
- MLA: Uses the author-page format. For example, (Smith 25).

Parents/ Guardians:

- To have a clear understanding of the school’s academic integrity policy and procedures to support their children effectively.
- To know their children’s study plan and to provide support with the scheduling of their work and encourage them to ask teachers if they need help.
- To understand that direct assistance in completing schoolwork constitutes academic misconduct.
- To be aware of the school’s procedure in plagiarism checks and procedures accompanying suspected infringements.

Examples of Academic Misconduct

The IB Organization defines academic misconduct as *“deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment”*.

Academic Integrity, 2019, P.3

Academic misconduct is a breach of academic integrity regulations and includes, but not limited to, the following:

- **Plagiarism:**

This is the most common form of student academic misconduct, and it is identified as *“the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment”*.

General regulations: Diploma Programme, 2014, P. 13

Recognizing different forms of plagiarism will not only help prevent academic misconduct and malpractice but also promote integrity in the process of students' own learning. The list below, adopted from [Oxford University](#), summarizes the main forms of text and image plagiarism:

- **Verbatim** (word for word) quotation without clear acknowledgement Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited.
- **Cutting and pasting from the Internet** without clear acknowledgement Information derived from the Internet must be adequately referenced and included in the bibliography.
- **Paraphrasing** the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

- **Auto-plagiarism** Students must not submit work for assessments that they have already submitted (partially or in full), either for a course or an assignment. DP students must not submit identical texts for written Internal Assessments (IA) and Extended Essays (EE).

- **Collusion:**

Collusion is defined by the IBO as “*supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another.*”

General regulations: Diploma Programme, 2014, P. 13

- **Duplication of Work**

The International Baccalaureate defines this type of academic misconduct as “*the presentation of the same work for different assessment components and/or Diploma Programme requirements*”.

General regulations: Diploma Programme, 2014, P. 13

Investigating Student Academic Misconduct

Fundamentals of Academic integrity is introduced to KAS students at an early stage of learning when they are still in PYP 3. In addition, PYP 4 & 5 homeroom teachers with the collaboration of the librarian organize mandatory sessions to promote academic integrity among their students. The school’s academic integrity policy is continuously reinforced in MYP, DP and AD programs and students must attend scheduled sessions to guide them how to acknowledge and use the work of others ethically through reference and citation. These sessions are conducted collaboratively by subject teachers, the library media specialist, MYP Personal Project Leader and the EE coordinators. Furthermore, to encourage students to be principled digital citizens, KAS implements its academic integrity policy through responsible and purposeful teaching supported by a plagiarism detection software to check the authenticity of students works in the PYP Exhibition, the MYP 5 Personal Project, EEs, TOK Essays, TOK Exhibition and IAs in DP. Therefore, the school considers all forms of academic misconduct as intentional.

In line with the IB approach, all cases of proven academic misconduct at KAS are promptly investigated in a fair, consistent and confidential manner.

Consequences are contingent upon the nature of the incident, its severity and intent, as well as factors relating to the student (age, level of awareness, character history, background, history with academic integrity at KAS and prior institutions). To ensure fairness, students have the right to have an advocate (peer, parent, teacher, counsellor) present at all meetings regarding academic integrity. There is no academic consequence until fourth grade and all violations will be initially documented by the teacher in writing and then reported to the Academic Integrity Committee.

If the work of the student has proven evidence of any intentional or unintentional academic misconduct as indicated above, then the following categories of consequences will apply:

First incident

- A warning letter will be issued, and parents will be informed
- Students will get the opportunity to correct the errors.
- A reflection session led by the relevant teacher will be conducted and a report will be submitted to the IB coordinator and parents.

Second incident

- No opportunity to correct the error.
- The IB coordinator to be informed and will lead a reflection session.
- Parents will be invited to the school to discuss the incident and a warning letter will be issued
- Student signs a formal letter of commitment regarding future conduct.

Third incident

- Suspension from school as per the decided time by the head of school

If the work of the student has proven evidence of any intentional or unintentional academic misconduct as indicated above during an internal examination, then the following categories of consequences will apply

First incident

- Suspension from the examination room.
- A warning letter will be issued, and parents will be informed
- Students will be given the opportunity to reseat the exam.
- A meeting will be arranged with the IB coordinator to lead a reflection session.
- Student will sign a letter of commitment regarding future conduct.

Second incident

- Suspension from the examination room
- Second warning letter will be issued, and parents will be informed
- Students' work earns a zero.

Third incident

- Suspension from school for a time to be decided by the head of school.

KAS sanctions in case of breaching academic integrity

Expectations for compliance with academic integrity practice at KAS applies to the conduct of external examinations. This includes maintenance of good practice in internal assessments and conduct during written examinations. The IB expects students to know how to correctly cite work developed by others and what constitutes acceptable behavior in the examination room. Therefore, appropriate sanctions for breaches are applicable ranging from a mark of zero to non-acceptance of work for submission, to cancellation of exam registration for the component. The ultimate sanction is the award of no result for the examination, with no chance for retake.

The school will provide the IB with a statement from all parties involved in any student academic misconduct in the MYP and DP. The procedure will follow Investigation Flow chart 2.1 as shown on appendix B.

Implementing KAS Academic Integrity Policy

KAS Academic Integrity policy will be implemented to reflect the following IB Standards and Practices which became effective October 2020:

- The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. **(0301-03)**
- 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)**
- 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)**
- 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)**
- The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. **(0301-03-0400)**
- 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 school's procedures are transparent, fair and consistent. **(0301-03-0500)**

Communicating and Promoting KAS Academic Integrity Policy

The policy is published on the school's website and a printed copy of it is available upon request. The Academic Integrity Committee also organizes a policy orientation session for prospective students and their families in September of each year.

Use of Artificial Intelligence (AI) Tools

In accordance with the International Baccalaureate (IB) guidelines, the use of Artificial Intelligence (AI) tools is not prohibited. Instead, students are expected to learn how to use such tools responsibly and ethically. AI tools may be used to support research and the creative process, but they must never replace the student's own original work, reflection, and critical thinking.

Referencing AI-generated Content

Any material generated by AI tools, including text, images, graphs, or other content—must be treated in the same way as other external sources:

- The AI tool must be acknowledged in the body of the work.
- A full reference must be included in the bibliography, specifying:
 - The name of the AI tool.
 - The exact prompt or instruction provided.
 - The date the content was generated.

Failure to acknowledge AI-generated material constitutes academic misconduct, as it misrepresents content not created by the student as their own.

Role of Teachers

Teachers play a central role in safeguarding academic integrity by:

- Monitoring the development of student work overtime.
- Confirming that the quality of submitted work aligns with the student's ability.
- Engaging students in discussions about their work to ensure ownership and authenticity.
- Refusing to authenticate work that appears not to be the student's own.

Teaching and Promoting Academic Integrity

Academic integrity is not learned solely through examination rules or referencing formats.

It must be fostered through dialogue, reflection, and consistent role-modelling. Teachers are encouraged to engage students in conversations about integrity and ethical behavior, including the responsible use of AI tools. Such discussions may be linked to:

- Theory of Knowledge (TOK): ways of knowing and ethical responsibility.
- The Arts: emulating a style while maintaining integrity.
- The Sciences: testing hypotheses and crediting original work.

Guidelines for Students

To uphold academic integrity, students must:

- Use AI tools, search engines, and other resources only as support, not substitutes for their own thinking.
- Critically evaluate the reliability and potential bias of AI-generated material.
- Personalize and refine any AI-generated output rather than submitting it as final work.
- Acknowledge all external sources, including AI, in both in-text citations and bibliography.
- Avoid translation software for producing IB-assessed work in languages other than the one studied.
- Understand that spell-checkers and dictionaries are acceptable, except where language accuracy is explicitly assessed (e.g., language acquisition subjects).

Shared Responsibility

Maintaining academic integrity is a shared responsibility:

- Students must act with honesty and transparency in all their work.
- Teachers must guide, monitor, and model ethical academic practices.
- The school must provide clear expectations, support structures, and fair consequences.
- The IB ensures that grades retain their value and authenticity, requiring that only a student's own work be submitted for assessment.

Academic Integrity in MYP and DP

- Students can use AI tools in their Personal Project, extended essay and internal assessments without copying and provided that they add the resources in the bibliography.
- Teachers can use AI tools to create and correct exams.
- To enhance the integrity of the exam materials the cabinet in the storage room is plotted to the floor and the ceiling. Each cabinet drawer has two keys to open.
- The entrance to the storage room has two safe mechanisms, one is the double lock system backed by a pinlock system.

- The keys are divided into two sets; one set of the two-key system is kept with the head teacher, and the second with the coordinators.

Review cycle



Reviewing a language policy IBO; 2018

This policy has been recently reviewed in September 2025 by KAS Academic Integrity Committee. It will be reviewed and updated annually by the school's academic departments to reflect the IB philosophy and KAS school community's needs through the following IB cultures which became effective October 2020:

- The school implements processes with consideration of the relationship between its IB-mandated policies. **(0301-06-0100)**
- The school documents its IB-mandated policies and communicates them to the school community. **(0301-06-0200)**
- The school considers physical and virtual spaces in all its IB-mandated policies. **(0301-06-0300)**
- The school articulates a planned integration of human, natural, built or virtual resources in all its IB mandated policies. **(0301-06-0400)**
- The school considers the Learner Profile in all its IB-mandated policies. **(0301-06-0500)**
- The school considers international-mindedness in all its IB-mandated policies. **(0301-06-0600)**
- The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. **(0301-06-0700)**

Last reviewed: September 2025

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APPENDICES

Appendix A: KAS Academic Integrity Policy Signature Form

KAS offers quality education that cultivates honour, respect, and perseverance. Parents and students must understand the expectations for academic Integrity. This ensures that a student's success is based on Integrity. Students should expect this Honour Code to be enforced in practice in all activities associated with King Abdulaziz School. While group study is both accepted and encouraged in many circumstances, ethical conduct is always expected.

How do we define academic misconduct?

- Receiving or providing information during a test or from a previous test.
- Using materials during a test without teacher permission
- Violating your teacher's testing rules and procedures.
- Plagiarism-using another's work (word for word or almost word for word) and saying it is your own.
- Copying or using another student's work to turn in as your own.
- Allowing others to use your work on assignments except for specific group work or collaborative projects.

Collaboration: Working together on projects and with a group means that each person participates, and you help each other think through problems and figure out solutions. It does not mean that one person finds the answer for others to copy down. Help your classmates think through a problem.

Homework and Copying: Allowing others to copy or turn in your work and take credit for the work that you completed. Do not leave your papers in view for others to copy. This does not help others to learn the material. If you are absent, with your teacher's permission, you may copy notes or materials you missed. If unsure, discuss situations with your teacher.

Academic misconduct Offenses: Student leaders are role models for others just as adults are models for appropriate behaviour. KAS Middle School does not support academic misconduct. Offenses to the academic policy will result in disciplinary action according to the rules for student conduct. Personal integrity will influence and determine actions and beliefs. For further clarification, please refer to www.ibo.org.

I hereby pledge to uphold the Honour Code of KAS. I shall refrain from all forms of academic misconduct: cheating, plagiarism, and other dishonest means of obtaining information. I understand that if I violate this code, my actions are punishable and will result in disciplinary action.

Student _____

Signature: _____

Date: _____

Academic Honesty Declaration

By signing this declaration I am confirming that I understand the meaning of ‘plagiarism’ and the meaning of ‘collusion’.

Plagiarism is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student’s work, or from any other source (e.g., published books, periodicals, or the web) without due acknowledgement in the text.

Collusion is the presentation by a student of an assignment that is claimed to be his or her own work, but is in fact the result in whole or in part of unauthorized collaboration with another person or persons.

I, _____ declare that for all my submitted work:

- I will not cut-and paste information from others, without appropriate use of quotation marks and direct reference to their work
- I will not re-word the ideas of others without proper and clear acknowledgement
- I will not write ideas or suggestions that originated from others and claim these as my own
- I will not include words from other students’ work without permission

Signed: _____ Date: _____

Parent

Signature: _____

Date: _____

Appendix B: Student academic misconduct adopted from the IB

