

COGDEL SCHOOL
CHENGDU
成都康禮學校

成都康礼学校小学项目 学术诚信

Academic Honesty

Chengdu Cogdel School
Primary Years Program

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(Revised March 2026)

March 2026

培养自豪行走世界的领袖人才
Cultivating Proud Global Leaders



一、学校使命

培养自豪行走世界的领袖人才。成都康礼学校旨在培养具有中华底蕴和国际视野的全球公民。学生将通过修身立德、博古通今、融贯中西的成长路径，发展成为兼具社会责任感的终身学习者。他们在扎根中华文化传统的同时，能够以开放包容的胸怀理解多元文化，以自身实际行动应对和解决全球挑战。

1. Mission Statement

World leading Explorers with Chinese Pride. Chengdu Cogdel School is dedicated to nurturing global citizens with both Chinese heritage and an international perspective. Through a developmental path of moral cultivation, broad knowledge spanning history and modernity, and the integration of Eastern and Western wisdom, students evolve into lifelong learners with a strong sense of social responsibility. While remaining rooted in traditional Chinese culture, they embrace diverse perspectives with open-mindedness and take proactive steps to confront and resolve global challenges.

二、办学愿景

面向未来，以人为本。教育要面向未来，不仅是传授知识，更是激发学生内在动力，让他们能适应甚至引领这个不断变化的世界；教育要以人为本，追求人的幸福，而不是学业分数和证书。

2. School Vision

Focus on the future, care about people. Education must be future-oriented—not just imparting knowledge but also igniting students' inner motivation, enabling them to adapt to and even lead in this ever-changing world. Education must be human-centered, pursuing the happiness of individuals, not just academic scores and certificates.

三、学术诚信

在成都康礼学校，我们坚信，学术诚信是学生学术成长、成为终身学习者的核心基石，更是培养自豪行走世界的领袖人才、塑造兼具中华底蕴与国际视野的全球公民的必备素养。当学生出现学术不端行为时，便错失了深度学习与独立思考的宝贵“学习机会”。当下网络环境中知识产权的界限愈发模糊，学生易对信息的归属感产生困惑，因此，在成都康礼学校，我们将学术诚信作为校园文化建设的重要内容，全面引导学生树立正确的学术价值观，坚守学术真诚。

3. Academic Honesty

The vision of Chengdu Cogdel School is “Cultivating Proud Global Leaders.” At CSCD we





strongly believe that academic honesty is the core cornerstone for students' academic growth and development into lifelong learners, and it is also an essential quality for nurturing world leading explorers with Chinese pride and global citizens with both Chinese heritage and an international perspective. When students engage in academic misconduct, they forfeit the valuable "learning opportunity" for deep learning and independent thinking.

At present, the boundaries of intellectual property in the online environment are becoming increasingly blurred, and students are likely to be confused about the ownership of information. Therefore, at Chengdu Cogdel School, we regard academic honesty as an important part of campus culture construction, and comprehensively guide students to establish correct academic values and adhere to academic sincerity.

3.1 行为准则--尊重

为了在我校开展高效且有深度的学术学习，所有学生均须做到尊重自我与他人，尊重个人及公共财产（含学校财产），尊重时间与学术学习规律。学生的一言一行，应始终彰显个人素养，维护学校的办学声誉。

3.1 Code of Conduct - Respect

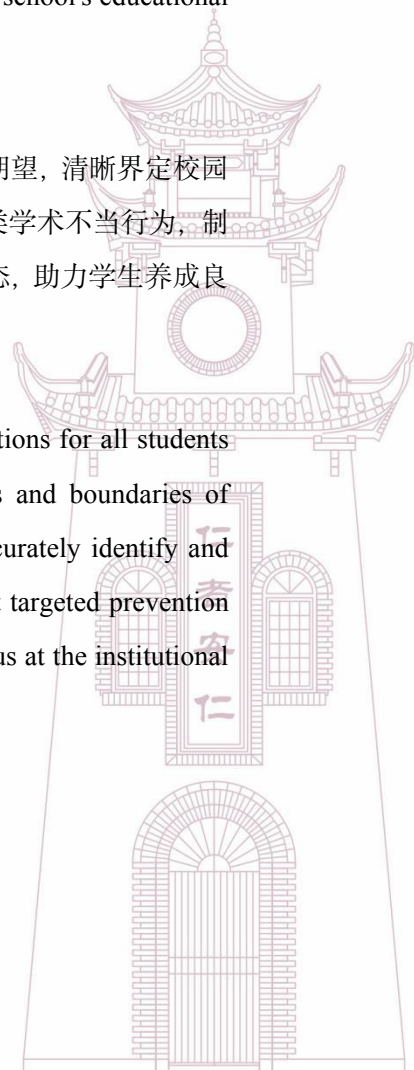
For efficient and in-depth academic learning to take place in our school, it is necessary for all students to show respect for themselves and others, for their own and others' belongings (including school property), and for time and the principles of academic learning. Student behaviour should at all times reflect personal accomplishment and uphold the school's educational reputation.

4. 学术诚信的目的/目标

本学术诚信政策旨在明确全校学生提交原创、真实学术作品的核心期望，清晰界定校园内学术行为的规范与边界。同时助力学校管理层精准识别、全面理解各类学术不当行为，制定并落地针对性的预防与干预措施，从制度层面守护校园纯净的学术生态，助力学生养成良好的学术诚信习惯。

4. Academic Honesty Purposes/Goals

This Academic Honesty Policy is designed to clearly define the core expectations for all students to submit original and authentic academic work, and to clarify the norms and boundaries of academic behaviour on campus. It also helps the school management to accurately identify and fully understand all types of academic malpractice, formulate and implement targeted prevention and intervention measures, safeguard the pure academic ecology of the campus at the institutional level, and help students develop good habits of academic honesty.





5. 定义

舞弊是指任何导致或可能导致学生或学生群体在学术工作中获得不公平优势的行为。不当行为包括但不限于剽窃、共谋、重复工作、欺诈和伪造数据/工作。

5. Definitions

Malpractice is any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractices include but are not limited to plagiarism, collusion, duplication of work, cheating and falsifying data/work.

5.1 剽窃

剽窃是指在没有得到适当、明确的承认的情况下，故意或无意地表达他人的想法或作品。

例子：

- 提交论文、家庭作业或其他项目，如实验室报告、艺术作品、计算机程序等，作为自己的作品，全部或部分由他人创作
- 没有使用引号来表示一个人在使用另一个人的准确词语。即使是简短的短语也必须用引号括起来并正确引用
- 未能引用引用和释义的来源。必须引用引文的来源；人们还必须引用即使在释义时也不是常识的想法和信息的来源。来源包括未出版和已出版的项目——例如，书籍、文章、互联网上的材料、电视节目、讲师的讲座，以及包括其他学生、朋友和亲戚在内的人
- 未能确定源自他人作品的非语言作品（例如，绘画、舞蹈、音乐作品、照片/图像或数学证明）元素的来源

5.1 Plagiarism

Plagiarism is the representation of the ideas or work of another person, intentionally or unwittingly, without proper, clear and explicit acknowledgment.

Examples

- Submitting paper, homework assignment, or other project like laboratory report, artistic work, computer programme etc. as one's own work that was created entirely or partially by someone else
- Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited
- Failure to cite the source of quotations and paraphrases. One must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even when paraphrased. Sources include unpublished as well as published items - for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends and relatives





- Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/ image, or mathematical proof) that are derived from the work of others

5.2 串通

串通是指支持其他学生的学术不当行为，或协助他人实施学术欺诈的行为。

例子：

- 为其他学生撰写论文、实验报告或其他学业项目
- 允许其他学生抄袭自己的试卷、作业、成果或其他学业项目
- 明知或怀疑未经教师授权，仍协助其他学生完成家庭考试、课业论文、家庭作业或其他学业项目
- 与其他学生分享各类学业评估的内容、题目等相关信息

5.2 Collusion

Collusion is supporting the academic malpractice of another student or assisting another student in committing academic dishonesty.

Examples

- Writing a paper, laboratory report or other academic project for another student
- Allowing another student to copy from one's examination paper, homework, assignment, or other academic project
- Assisting another student with a take-home examination, paper, homework assignment, or other academic project if one knows or suspects such assistance is not authorized by the instructor
- Sharing information regarding assessment contents and questions with other students

5.3 作弊

作弊是指在考试、写作业、家庭作业或其他学业项目中，使用或试图使用未经教师授权的协助手段的行为。

例子：

- 经对方同意或未经同意，从其他学生的试卷、课业论文、家庭作业中抄袭答案
- 提供自身学业成果供他人抄袭（串通行为）
- 未经教师许可，在考试期间以任何方式与其他学生或第三方进行交流
- 未经教师许可，在作业完成或考试过程中，擅自使用笔记、课本、翻译工具、手机、计算器或其他任何电子设备等资料与工具
- 未经教师许可，在考试正式开展前获取和/或翻阅考试试题副本
- 未经教师许可，与其他学生或第三方合作完成家庭考试、课业论文、家庭作业、实验操作或其他学业项目





5.3 Cheating

Cheating is the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other academic project.

Examples

- Copying answers from another student's examination paper, paper, homework assignment, with or without that person's consent
- Providing one's own work to be copied (collusion)
- Communicating in any way with another student or a third-party during an examination without the permission of the instructor
- Unauthorized use of materials or devices such as notes, textbooks, translators, cell phones, calculators or any other electronic device during an assignment or examination without the permission of the instructor
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other academic project without the permission of the instructor

5.4 捏造

捏造是指编造、伪造虚假数据或引用来源的行为。

例子:

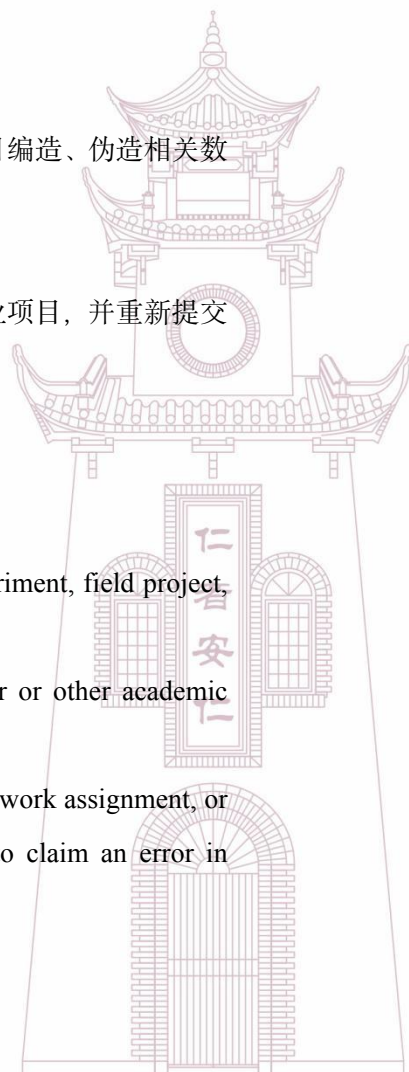
- 捏造数据: 为实验室实验、实地调研项目、CAS 活动或其他学业项目编造、伪造相关数据
- 编造引文: 为研究论文或其他学业项目杜撰虚假的引用文献及来源
- 篡改作业: 修改已完成评分的试卷、课业论文、家庭作业或其他学业项目, 并重新提交给教师, 声称评分存在错误

5.4 Fabrication

Fabrication is the creation of false data or citations.

Examples

- Fabrication of data: inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other academic project
- Fabrication of a citation: inventing a fake citation for a research paper or other academic project
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other academic project and resubmitting it to the instructor in order to claim an error in





grading

5.5 重复

重复作业指未经授课教师明确许可，将同一学业成果用于多门课程评估的行为。学生需为每一门课程完成独立的原创性学术作品。

例子：

- 将同一学业项目提交至多门课程，以此获取多门课程的成绩
- 未与相关授课教师沟通确认，将同一实验报告提交至多门课程参与评估

5.5 Duplication

Duplication of work is using the same academic work for more than one course without clear permission from the instructor. Students are expected to produce independent and original work for each course of study.

Examples

- Submitting a project in more than one course for a grade
- Submitting a lab report for more than one course without discussing it with the teachers involved

6 角色和责任

所有参与学生学术学习与成长过程的主体，均肩负着推动校园学术诚信建设的责任与义务。我校明确了各方在践行学术诚信中的可为与不可为准则，携手营造守正笃实、诚信向学的校园学术氛围。

6 Roles and Responsibilities

All parties involved in the process of students' academic learning and growth have the responsibility and obligation to promote the construction of academic honesty on campus. Our school defines the Do's and Don'ts for all parties in practicing academic honesty, and jointly creates a sincere and honest academic atmosphere in the campus.

6.1 教师

可以	不可以
设计探究式评估任务，从源头降低剽窃可能性。例如：“假设你正在策划火星研学旅行，你需要调研哪些内容、如何设计行程与宣传方案等。”	设计答案单一、可在网络上直接检索到的评估任务。例如：“撰写一篇关于火星的介绍短文。”
设计超越事实性记忆、需结合思辨与应用的挑战性	设计难度过高的任务，致使学生因无





可以	不可以
任务，适配学生学业能力水平。	法独立完成而萌生使用不诚实手段的想法。
布置能激发学生原创思考与表达的学业任务，从任务设计上杜绝剽窃行为。	布置答案可通过搜索引擎直接获取的学业任务。
系统教授学生各类素材的规范引用方法，包括图片、网站、音乐、文献等，并根据不同作业类型明确引用场景与要求。	为学生布置研究类作业，却未向学生说明如何对原始资料与来源进行标注致谢。
教学生学会反思所读内容，通过释义、提炼核心观点的方式做好学习笔记，培养独立的信息加工能力。	允许学生直接复制粘贴、高亮标注或整段摘抄资料内容，不做独立思考与加工。
结合学科特点，引导学生理解同伴互助的边界——协助同学梳理思路而非直接给出答案，杜绝代做、抄袭等行为。	未开展任何引导与教育，便对帮助同学完成作业的学生直接进行惩罚。
在自身的教学资料、课堂讲授、教研工作中践行学术诚信，为学生树立良好榜样。	将他人的观点、作品据为己有，在教学与教研中出现学术不端行为。
在考试、课堂任务等各类学业评估过程中，做好学生的监督与管理工作。	在学生完成学业作业的过程中，提供不必要的直接帮助，影响成果的原创造性。
做好试卷、试题等评估资料的保密与管理工作，杜绝试题泄露。	将试卷、试题等评估资料随意摆放，造成信息泄露。
教授学生学术资源的合理使用准则，让学生理解学术诚信的核心内涵。	让学生误认为学术诚信仅适用于课堂与考试，与日常学习、课外研究无关。
清晰、明确地向学生说明协作类作业与个人独立作	未明确告知学生要求，导致学生对个





可以	不可以
业的要求、边界及评估标准。	人独立作业的完成规范产生模糊认知。

Do's	Don'ts
Design inquiry-based assessment tasks to reduce the possibility of plagiarism from the source. For example: "Suppose you are planning a Mars research study tour, what content do you need to investigate, how to design the itinerary and promotion plan, etc."	Design assessment tasks with single answers that can be directly retrieved on the internet. For example: "Write a short essay introducing Mars."
Design challenging tasks that go beyond factual memorization and require critical thinking and application, matching students' academic ability levels.	Design overly difficult tasks that tempt students to use dishonest means to complete them because they cannot finish independently.
Assign academic tasks that inspire students' original thinking and expression, and eliminate plagiarism through task design.	Assign academic tasks whose answers can be directly obtained through search engines.
Systematically teach students the proper citation methods for various materials, including pictures, websites, music, documents, etc., and clarify citation scenarios and requirements according to different types of assignments.	Assign research-based tasks to students without explaining how to acknowledge and cite original materials and sources.
Teach students to reflect on what they have read, take study notes by paraphrasing and extracting core viewpoints, and cultivate their independent information processing ability.	Allow students to directly copy/paste, highlight or extract entire paragraphs of materials without independent thinking and processing.





Do's	Don'ts
Combine disciplinary characteristics to guide students to understand the boundaries of peer assistance—help classmates organize their thinking rather than give direct answers, and eliminate ghostwriting and plagiarism.	Punish students who help classmates with assignments directly without any prior guidance and education.
Practice academic honesty in teaching materials, classroom lectures and teaching research, and set a good example for students.	Claim others' ideas and works as one's own, and commit academic misconduct in teaching and research.
Supervise and manage students during all types of academic assessments such as exams and classroom tasks.	Provide unnecessary direct assistance during students' completion of academic assignments, which affects the originality of the results.
Keep assessment materials such as exam papers and test questions confidential and well-managed to prevent question leakage.	Leave assessment materials such as exam papers and test questions unattended at will, leading to information leakage.
Teach students the guidelines for the proper use of academic resources and help them understand the core connotation of academic honesty.	Make students mistakenly think that academic honesty only applies to classrooms and exams, not to daily learning and extracurricular research.
Clearly inform students of the requirements, boundaries and evaluation criteria for collaborative and individual assignments.	Fail to clearly inform students of the requirements, leading to their vague understanding of the norms for completing individual assignments.





6.2 管理层

可以	不可以
向全校教职工与学生明确学术诚信的具体行为规范与核心期望，做到全员知晓、全员践行。	仅单纯期望学生自觉遵守学术诚信，未制定明确的引导规范与落地要求。
将工作重点放在教授学生学术诚信的方法与技能上，以正向引导培育诚信素养，而非单纯强调不端行为的后果。	仅通过口头警告、批评的方式要求学生杜绝学术不端，未开展系统性的学术诚信教育。
制定阶梯式的学术不端行为处理细则，根据行为情节、学生主观意图与改正态度进行差异化处理。	对首次发生学术不端行为的学生，直接采用最严厉的惩罚措施，忽视教育与引导的核心目标。
打造以诚信为荣的校园文化，将学术诚信融入校园办学与日常管理的各个环节。	对校园内的学术欺诈、不端行为视而不见，纵容不良学术风气滋生。
将本学术诚信政策纳入学校官方手册，作为全校学术行为的核心准则。	/
通过校园公告、教师培训、学生班会、家长平台等多渠道，向全校师生及家长明确学术不端行为的界定标准与预防方法。	默认全校师生及家长均知晓本政策内容，未开展常态化的宣传与讲解工作。

Do's	Don'ts
Clarify the specific codes of conduct and core expectations of academic honesty for all faculty, staff and students, ensuring full awareness and practice by all.	Merely hope that students will abide by academic honesty voluntarily, without formulating clear guiding norms and implementation requirements.
Focus on teaching students the methods and skills of academic honesty, cultivating honesty literacy	Only require students to put an end to academic misconduct through verbal





Do's	Don'ts
through positive guidance, rather than merely emphasizing the consequences of misconduct.	warnings and criticisms, without carrying out systematic academic honesty education.
Formulate step-by-step detailed rules for dealing with academic misconduct, and adopt differentiated treatment according to the circumstances of the act, the student's subjective intent and attitude towards correction.	Impose the harshest penalties directly on students who commit academic misconduct for the first time, ignoring the core goal of education and guidance.
Build a campus culture that honors honesty, and integrate academic honesty into all aspects of campus running and daily management.	Turn a blind eye to academic fraud and misconduct on campus, and indulge the breeding of bad academic atmosphere.
Include this Academic Honesty Policy in the official school handbook as the core criterion for academic behavior of the whole school.	/
Inform all teachers, students and parents of the definition criteria and prevention methods of academic misconduct through various channels such as campus announcements, teacher training, student class meetings and parent platforms.	Assume that all teachers, students and parents are aware of the content of this policy, without carrying out regular publicity and explanation work.

6.3 学生

可以	不可以
杜绝剽窃 提交基于个人原创想法的真实学业作品，对引用、借鉴的他人想法与作品进行规范标注与致谢；采用哈佛引用格式标注所有参考来源，即便对标注范围存疑，也需对	杜绝剽窃 即便按规范格式排版作业，却未对引用的任何来源进行标注；直接抄袭他人的文字、观点、学业





可以	不可以
书籍、期刊、网站、照片、音乐、采访等所有素材全面标注；在合适场景下对他人观点进行释义改写，或采用文内引用方式标注来源；合理利用各类资源支撑个人观点与创作，升华原创想法。	成果；窃取各类资源中的想法与观点，未做任何标注与改写，冒充为个人原创。
协作学习时围绕共同的评估目标开展协作，分工明确、全员参与、共同完成；在协作任务中积极交流、分享想法与解题思路；通过提问、头脑风暴、梳理思路的方式为同学们提供学习支持。	协作学习时在协作任务中推诿责任，让其他同学承担所有工作；允许他人抄袭个人学业成果，即便对方仅做少量修改；直接将答案告知同学，代替同学完成思考与创作过程。
参加考试时专注查看个人试卷，独立完成所有考试内容；考试结束后，不向他人传播试卷题目、答案及相关内容；仅使用教师提前批准的笔记、电子设备等工具参加考试。	参加考试时偷看其他同学的试卷，抄袭答案；向其他同学透露考试的题目、答案等关键信息；使用“备忘单”、教师未批准的电子设备等各类作弊工具。

Do's	Don'ts
To Avoid Plagiarism: Submit authentic academic work based on personal original ideas, and standardly label and acknowledge the ideas and works of others that are quoted or referenced;Cite all reference sources using the Harvard referencing format, and fully label all materials such as books, journals, websites, photos, music, interviews, even if there is doubt about the scope of labeling;Paraphrase the ideas of others in appropriate scenarios, or label	To Avoid Plagiarism: Even if the assignment is formatted according to standard specifications, no source of citation is labeled; Directly copy the words, views and academic achievements of others;Steal ideas and views from various resources, pass them off as personal original without any labeling or rewriting.





Do's	Don'ts
the sources by means of in-text citation;Reasonably use various resources to support personal views and creation, and sublimate original ideas.	
When Collaborating Collaborate around common assessment goals with clear division of labor, full participation and joint completion; Actively communicate and share ideas and problem-solving thinking in collaborative tasks;Provide learning support for classmates by asking questions, brainstorming and sorting out ideas.	When Collaborating Shirk responsibilities in collaborative tasks and let other classmates take on all the work;Allow others to copy personal academic achievements, even if the other party only makes minor changes;Directly tell classmates the answers and replace them to complete the thinking and creation process.
When Taking TestsFocus on one's own test paper and complete all test content independently;Do not spread test questions, answers and related content to others after the exam;Only use notes, electronic devices and other tools approved by the teacher in advance to take the exam.	When Taking TestsPeek at other students' test papers and copy answers;Disclose key information such as test questions and answers to other students;Use various cheating tools such as "cheat sheets" and electronic devices not approved by the teacher.

6.4 家长

可以	不可以
主动了解并熟悉学校的学术诚信政策，配合学校开展家庭教育，引导孩子树立正确的学术诚信价值观。	对学校的学术诚信政策一无所知，未在家庭中开展相关的诚信教育与引导。
在家中为孩子提供学习上的支持与鼓励，帮助梳理	代替孩子完成作业、实验报告、论文





可以	不可以
学习思路、解决学习困难，引导孩子独立完成学业任务。	等各类学业任务，让孩子冒充为个人原创成果。
帮助孩子合理规划时间，平衡学业负担与课余生活，让孩子能按时、独立完成各类作业与评估任务，从根源上抵制学术不端的诱惑。	为孩子有更多时间学习或完成项目，随意让孩子请假缺课，影响正常的学习节奏与学术积累。

Do's	Don'ts
Take the initiative to understand and be familiar with the school's academic honesty policy, cooperate with the school to carry out family education, and guide children to establish correct academic honesty values.	Be completely unaware of the school's academic honesty policy and fail to carry out relevant honesty education and guidance at home.
Provide children with learning support and encouragement at home, help them sort out learning ideas, solve learning difficulties, and guide them to complete academic tasks independently.	Do homework, lab reports, papers and other academic tasks for children instead, allowing them to pass them off as personal original achievements.
Help children plan their time reasonably, balance academic burden and after-school life, so that children can complete various assignments and assessment tasks on time and independently, and resist the temptation of academic misconduct from the source.	Ask for leave for children at will to let them have more time to study or complete projects, which affects the normal learning rhythm and academic accumulation.

7. 学术不诚实的后果

作为校园共同体，我校理解学生在建立学术诚信意识、养成学术诚信习惯的过程中，需要专业的指导与耐心的支持。因此，我校将对所有学术不端行为采取个案处理的原则，最终目标是引导学生纠正行为、树立正确的学术价值观。当发现学术不端行为时，授课教师将首先厘清问题性质与学生的主观意图，再据此确定教师与学生需采取的相应整改措施。具体处理方式可包括以下任意一项：





- 通过电子邮件、书面信函、电话沟通等方式与家长同步学生情况
- 组织家长、授课教师及学校管理层开展三方会面，共同沟通整改方向
- 要求学生重新完成受学术不端行为影响的学业成果
- 对涉事的学业成果给予降分或不及格的评分
- 在学生的学业记录中标注临时或永久性的记录，明确载明学术不端行为事实

7. Consequences of Academic Dishonesty

As a school community, we understand that students need professional guidance and patient support in the process of establishing academic honesty awareness and developing academic honesty habits. Therefore, we will deal with all academic misconduct on a case-by-case basis, with the ultimate goal of guiding students to correct their behaviors and establish correct academic values. When academic misconduct is identified, the instructor will first clarify the nature of the infraction and the student's subjective intent, and then determine the corresponding corrective measures to be taken by the instructor and the student accordingly. Specific measures may include any of the following:

- Communication with parents via email, letter, or phone call to share the student's situation
- Holding a tripartite meeting with parents, instructors and school administrators to discuss the corrective direction together
- Requiring the student to redo the academic work affected by academic misconduct
- Administering a lower or failing grade for the affected academic work
- Placing a temporary or permanent notation on the student's academic record indicating the fact of academic misconduct.

8. 沟通和审查过程

8.1 向成都康礼学校社区传达政策

成都康礼学校管理团队将在每一学年开学之初，向全校教职工正式分发本政策文件，并面向全校师生、家长及校园社区所有成员开放查阅。本政策将纳入新生家庭入学定向资料包，同时在学校官方网站进行公示。教师将结合 IB 官方《学术诚信传单（家长-学生版）》，向学生系统讲解本政策的核心内容与执行要求。本政策应与成都康礼学校语言政策、成都康礼学校评估政策及成都康礼学校特殊教育需求政策结合阅读并协同执行。

8.1 Communication of Policy to the CSCD Community

The Chengdu Cogdel School (CSCD) Management Team disseminates this policy document to all faculty and staff at the beginning of each academic year, and makes it available for review to all students, parents and members of the school community. This policy is included in the New Family Orientation Package and is also published on the school's official website. Teachers share





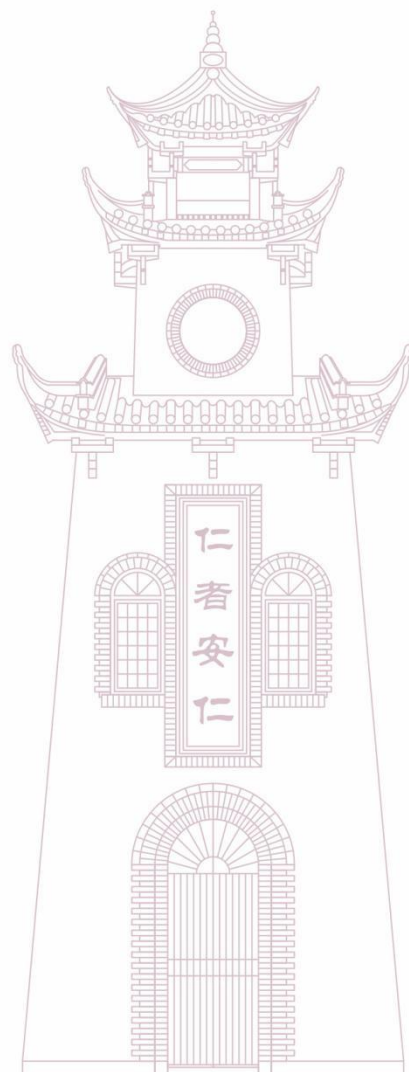
the core content and implementation requirements of this policy with students in a systematic way, supported by the IB Academic Honesty Flyer (Parents-Students). This policy should be read and implemented in conjunction with the CSCD Language Policy, CSCD Assessment Policy and CSCD SEN Policy.

8.2 政策审查

成都康礼学校管理团队将成立学术诚信政策审查委员会，委员会由教师代表、管理层代表及家长代表共同组成，每年结合国际文凭组织（IBO）提供的最新支持资料与教育理念，对本政策文件开展集体评估与修订工作，确保政策的科学性、时效性与校情适配性。

8.2 Policy Review

The CSCD Management Team establishes an Academic Honesty Policy Review Committee, composed of teacher representatives, administrator representatives and parent representatives. The committee collaboratively evaluates and reviews this policy document on an annual basis, using the latest supporting information and educational concepts provided by the International Baccalaureate Organization (IBO), to ensure the policy's scientificity, timeliness and adaptability to the school's actual situation.





9. References and Resources

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- Suncoast Community High School Academic Honesty Policy, Palm Beach County Public Schools, 2012
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