Calgary Board of Education
Alternative High School
5003 20 St S.W., Calgary, AB T2T 5A5 t | 403-777-7730 f | 403-777-7739 e | alternative@cbe.ab.ca

Academic Integrity and Responsible AI Agreement 2026-27

What this agreement means

Your schoolwork should show what you know, understand, and can do. You can use help to learn, but the work you hand in must still show your own thinking and skill.

The instructions for each assignment, quiz, exam, or other assessment will tell you what help and tools are allowed. If you are unsure, ask before you submit.

What help is usually allowed

The task instructions always come first. When a teacher allows it, tools such as AI, search engines, tutors, classmates, and accessibility supports may help you:

- brainstorm ideas or ask questions
- practise a skill
- organize your own ideas
- receive feedback on work you created
- improve spelling, grammar, or clarity after you created the content
- use an approved accessibility support to demonstrate the intended learning

You are still responsible for the important reasoning, interpretation, problem-solving, and creative decisions.

What is not allowed

- Handing in an AI-generated answer that you cannot explain.
- Using AI or another tool when the task requires independent work.
- Using a tool to avoid learning or to disguise copying.
- Copying another person's words, ideas, media, code, or work without acknowledging it.
- Sharing answers or receiving answers when that is not allowed.
- Working with others when the task is meant to be completed independently.
- Making up or changing information, sources, quotations, statistics, drafts, or other process evidence.
- Using a prohibited device, website, app, or technology during a quiz, exam, supervised task, or individual skill check.

Before you submit work

1. Read the task instructions again. Check what tools and help are allowed.
2. Make sure the ideas and answers represent what you understand.
3. Check facts, quotations, statistics, and sources. AI can give inaccurate or invented information.
4. Acknowledge sources, assistance, or AI use if the task requires it.
5. Save reasonable evidence of your process, such as planning, notes, drafts, revisions, source records, or version history.
6. Ask your teacher if you are unsure. Asking before submitting can prevent a problem.

Showing how your work developed

For major assignments or work completed outside class, your teacher may ask for reasonable evidence of how your work developed. This could include:

- a plan or outline
- notes and research records
- drafts and revisions
- a list of sources
- version history
- a short explanation of the choices you made

You may also be asked to revise part of the work, answer a related question, or use the same learning in a new example. This helps show what you understand.

How your learning will be assessed

Your teacher will assess the evidence of learning that is available. A detector score, a polished final product, or a change in writing style is not proof by itself.

If it is unclear how much of the work you completed, your teacher may first ask for missing process evidence or ask you to briefly explain the work.

Evidence available	What this may mean for assessment
No clear evidence	The work will generally be assessed at Beginning, 20 to 40 percent.
Some evidence, but limited independence, explanation, or depth	The work will generally be assessed at Developing, 55 to 65 percent.
Clear and sufficient evidence of your learning	The regular rubric applies.

A polished product by itself does not prove higher-level learning.

Academic integrity still applies

Academic integrity means being honest about where your ideas and work came from and following the rules for the assessment.

This approach does not remove consequences for clear, documented misconduct. Depending on the situation, you may be asked to revise or resubmit the work, complete a supervised alternative, forfeit an assessment where school rules allow, or meet with school administration if the concern is serious or repeated.

Fairness and support

The same central standard applies to every student: assessment is based on visible evidence connected to the learning outcomes, not suspicion alone.

Approved accessibility supports remain available. They must help you demonstrate the intended learning, not complete the learning for you.

Student agreement

By signing below, I confirm that I understand these expectations:

- AI and other supports may help me learn, but they cannot replace the learning I am expected to demonstrate.
- I will follow the instructions for each task.
- I will submit work that honestly represents my understanding.
- I will acknowledge sources and assistance when required.
- I will provide reasonable evidence of my process when asked.
- If my learning cannot be verified, my grade will be based on the learning I can demonstrate. I may be asked to explain, revise, resubmit, or complete a supervised alternative.

Student name, print: _____	Date: _____
Student signature: _____	Date: _____
Mentor signature: _____	Date: _____