

# Academic Integrity Policy

## 1. Introduction and Purpose

In line with School of the Nations' Vision, Mission, and Student Profile and inspired by the IB Learner Profile, our school is committed to fostering an academic, moral, and ethical culture as an essential aspect of teaching and learning through professional development, instruction, modeling, inspiring, and preparing a principled school community.

We acknowledge our responsibility to support our students in developing academic integrity skills in teaching, learning, and assessment practices. We are committed to implementing, communicating, and reviewing this policy regularly in alignment with the IB's guidelines for academic integrity.

This Academic Integrity Policy was developed by a steering committee composed of the section counselors, section learning support lead, Executive Director, Data Coordinator, IB PYP and DP Coordinators, CAS facilitator, Extended Essay facilitator, section principals, librarian, and lead teachers.

## 2. Academic Integrity Policy as a Working Document

### 2.1 Policy Review

This policy is subject to annual reviews. The next scheduled review will take place in **March 2025**. It will include key stakeholders, including Nations' Educational Leadership Team (ELT), comprised of the Executive Director, the Chief Teaching and Learning Officer, the Early Childhood Principal, the Elementary Principal, the Middle School Principal, the High School Principal, the PYP and DP Coordinators, the Communications Coordinator, and the Events Coordinator (when necessary), as well as teachers and students. All school policies will be communicated to the school community through the school's website and the Student-Parent Handbook.

### 2.2 Links to Other Supporting Documents

This policy aligns with other school policies and adheres to IB guiding documents, such as the [Programme Standards and Practices \(2020\)](#), [Academic Integrity Policy](#), [Academic Honesty in the Diploma Program](#), [Academic Integrity in PYP](#), [Academic honesty in the IB educational context](#), and [Effective citing and referencing](#), to ensure a consistent approach to academic integrity across all school activities.

## 3. Academic Integrity in Light of Our Vision and Mission

**Vision:** School of the Nations strives to be exemplary among Brazilian and international schools for its commitment to world citizenship and for helping young people develop outstanding academic, ethical, and spiritual qualities and a clear understanding of their roles in building a better world.

**Mission:** School of the Nations educates students to be world citizens based on standards of academic, bilingual, and ethical excellence to develop their capacities to know, love, and serve humankind.

The vision and mission of School of the Nations aligns with the IB's academic integrity principles and practices through their shared commitment to developing reflective, ethical, and academically excellent world citizens who are actively engaged in their learning processes and prepared to contribute positively to the global community.

## 4. Key Terms of Academic Integrity and School Maladministration

We adopt the definitions provided by the IB for academic integrity, school maladministration, student academic misconduct, and conflict of interest. These definitions are integral to our understanding and application of this policy.

**Academic integrity** is a guiding principle in education and a choice to act responsibly, whereby others can trust us. It is the foundation for ethical decision-making and behavior in producing legitimate, authentic, and honest scholarly work.

**School maladministration** is defined by the IB as an action by an IB World School or an individual associated with an IB World School that infringes IB rules or regulations and potentially threatens the integrity of IB examinations and assessments. It may occur before, during, or after completing an assessment component or an examination.

**Student academic misconduct** is defined by the IB 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.

Behavior that may disadvantage another student is also regarded as academic misconduct. It includes any act that potentially threatens the integrity of IB examinations and assessments happening before, during, or after the completion of the assessment or examination, paper-based or on-screen. This includes behavior in school, out of school, and online.

**Plagiarism** is defined by the IB as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. Unless indicated and acknowledged, the use of translated materials is also considered plagiarism.

**Collusion** is defined by the IB as supporting academic misconduct by another student, for example, by allowing one's work to be copied or submitted for assessment by another.

**Duplication of work** is defined as the presentation of the same work for different assessment components or Diploma Program requirements.

**Conflict of interest** occurs where an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise. The potential for competing interests or a perception of impaired judgment or undue influence can also be a conflict of interest.

## 5. Roles and Responsibilities of All Members of the School Community as Preventive Measures for Academic Misconduct

School of the Nations understands that all members of the school community, including the ELT, teachers and assistants, students, and parents or legal guardians, are responsible for upholding the values of respect and trust. Therefore, it is School of the Nations' responsibility to ensure that a common understanding is developed, communicated, and followed. The School also recognizes the differences in student development at different ages as we teach age-appropriate "good" practices to prevent academic misconduct.

### 5.1 Early Childhood and Elementary PYP Academic Integrity Practices

At the Early Childhood Education (ECE) and Elementary Level Education (ELE), our curriculum is designed to incorporate the principles of academic integrity, anchored in the fundamental values of honesty, trust, fairness, respect, and responsibility. These values are nurtured through diverse learning experiences provided throughout the school year.

Our educators employ age-appropriate literature and narratives as tools to introduce and explore essential concepts. This includes fostering a deep understanding of research methodologies, with specific emphasis on digital citizenship. This approach is critical in establishing a strong foundation for academic integrity from an early age.

The curriculum encompasses various topics aimed at reinforcing these principles. These include, but are not limited to, the importance of acknowledging sources, the appropriate use of references and citations, and an understanding of cheating, plagiarism, and copyright. Additionally, it covers ethical considerations, intellectual property rights, licensing, fair use practices, and the concept of public domain. These topics are presented in a manner that is accessible and engaging for students, ensuring a comprehensive and age-appropriate learning experience.

### 5.2 Grades 6–12 Academic Integrity Practices

In middle and high school, we emphasize the importance of academic integrity, which encompasses values and skills essential for excellence in teaching, learning, and assessment. All members of our school community are expected to fully understand the principles of honesty, trust, fairness, respect, and responsibility, contributing to a culture of trust and respect.

We provide students with the support to comprehend the significance and importance of academic integrity and to avoid academic misconduct. Our curriculum integrates instruction on citing sources and acknowledging external materials, ensuring students develop proper citation and research skills as an integral part of their education.

Students, parents, and teachers are informed about the consequences of academic misconduct, highlighting its potential impact on students' academic paths and future career opportunities. Additionally, all community members are well-informed about the appellate process, including when and by whom appeals may be made, ensuring transparency and fairness in matters related to grading.

### 5.3 Roles and Responsibilities of the Educational Leadership Team

School of the Nations' ELT shares the role and responsibility of ongoing professional development to implement and maintain an awareness campaign and a commitment to reinforcing the understanding of and skills necessary to ensure academic integrity. This campaign will have a greater, more lasting impact as this policy and the practices implemented are predicated less on emphasizing penalties and more on ensuring understanding and skill.

### 5.4 Roles and Responsibilities of Program Coordinators and Principals

The PYP and DP Coordinators, supported by the Principals, are essential in ensuring the adherence to the IB standards and practices and the ultimate success of the IB programs at School of the Nations. In their respective sections, the IB Coordinators and Principals shall:

- Ensure teachers are trained and that ongoing collaboration with them is maintained to create effective systems for reporting, collecting, and managing portfolios and an assessment calendar for both internal and external assessments and their demands;
- ensure that all school and IB policies are applied fairly and consistently;
- ensure compliance regarding secure storage of confidential IB materials and the conduct of examinations, as set out by the corresponding IB policies.
- ensure that all teachers have access to current subject guides, teacher support materials, etc., as well as rules and regulations to require strict compliance;
- refer to and follow the good practice for investigations guide in cooperation with the IB in the event of an unprecedented or extraordinary incident of school maladministration or student academic misconduct.

### 5.5 Roles and Responsibilities of Teachers and Assistants

To prevent inconsistencies, the ELT and Nations' teachers will collaborate and ensure a common understanding through professional development. This will include requiring all teachers and instructional assistants to:

- develop an understanding of academic misconduct and maladministration as well as model appropriate citing and referencing of information following IB and MLA citation guidelines;
- develop age-appropriate grade-level, department, and subject examples of academic misconduct for training and instructional purposes;
- present to and practice with their students the expectations of academic integrity at the beginning of each academic year or as often as needed;
- model academic integrity (e.g., by citing all sources on handouts, slideshows, etc.);
- be given guidance and support through [a tiered protocol](#) for reporting and appropriate response when and if infringement arises;
- respond to school maladministration and support the school's and IB's investigations;
- give opportunities and feedback to students for understanding and skill improvement;
- work with the IB coordinators to follow IB and School of the Nations' protocol in maintaining the integrity of examination materials.

All Nations' teachers and assistants are expected to read the Academic Integrity Policy and [sign this declaration](#).

## 5.6 Roles and Responsibilities of School Librarians

As school libraries and librarians are essential in giving learners the best chance to succeed, librarians are responsible for:

- familiarizing themselves with academic integrity and collaborating with the ELT, teachers, and instructional assistants to uphold expectations;
- staying up to date with new research, referencing tools and applications, and citing and referencing;
- teaching and modeling academic integrity (e.g., by citing all sources on handouts, slideshows, etc.);
- reporting academic misconduct to the appropriate Head of Department as the first point of contact, and, depending on the transgression, ultimately communicate to the IB Coordinators and the High School Principal and High School counselor to maintain a record;
- vetting and sharing trusted sources of information such as School of the Nations' databases;
- responding to questions about copyright and other ethical matters.

All Nations' librarians are expected to read the Academic Integrity Policy and sign [this declaration](#).

## 5.7 Roles and Responsibilities of Students

In accordance with Nations' vision, mission, and the IB Learner Profile, each Nations' student shall be instructed in and expected to exhibit an age-appropriate manner to:

- produce authentic pieces of work, individually and collaboratively;
- contribute fairly and as equitably as possible to all collaborative work;
- use information technology and social media responsibly, especially in light of recent Artificial Intelligence (AI) developments;
- produce evidence in the creative and/or research process, including a record of sources and the dates they are referenced;
- use appropriate note-taking and paraphrasing techniques;
- use a variety of sources to vet multiple sources and perspectives;
- attribute sources correctly, acknowledging the words, ideas, and images of others;
- seek guidance from teachers, instructional assistants, librarians, advisors, and/or coordinators;
- use academic integrity resources such as MLA guides, plagiarism checkers, and Google Citations tools;
- use time-management skills and strategies to avoid last-minute submission of assignments and assessments;
- cite and reference appropriately copied, adapted, paraphrased, and translated information from others;
- abide by the IB requirement not to discuss IB examinations and questions for 24 hours following examinations;



- safeguard work and avoid sharing it to prevent others from copying;
- avoid receiving too much assistance from parents or legal guardians and tutors;
- avoid creating false data, documents, and signatures;
- report any academic misconduct of a classmate.

Beginning in Grade 9, students are expected to read this Academic Integrity Policy and [sign this declaration](#).

## 5.8 Roles and Responsibilities of Parents and Legal Guardians

Parents and legal guardians are also critical in the community to understand and support academic integrity. Likewise, they have a role and responsibility to:

- read and/or be instructed by School of the Nations about the Academic Integrity Policy,
- demonstrate their understanding and support of the policy annually,
- sign School of the Nations' Academic Integrity Policy each academic year to confirm their agreement to abide by this policy, especially as the policy might require updates,
- encourage their children to seek assistance from competent members of the school staff,
- contact teachers, instructional assistants, librarians, counselors, administrators, and/or PYP and DP coordinators for clarification and support,
- avoid providing too much assistance in the completion of their children's work,
- communicate with tutors about honoring expectations of this academic integrity policy.

To ensure consistent understanding, all Nations' parents and legal guardians are expected to read this Academic Integrity Policy and [sign this declaration](#).

## 6. Consequences of Academic Misconduct

Students at School of the Nations are expected to abide by the fundamental principles of honesty concerning their academic work. Students are expected to put forth their best effort, whether individually or collaboratively, in doing homework, daily assignments, quizzes, tests, essays, research papers, and projects. Plagiarism, collusion, and duplication of work undermine students' ability to realize their full academic potential, destroy trust between teachers and students, and compromise other students' academic standing.

The following constitute School of the Nations' responses to academic misconduct, including plagiarism, collusion, misconduct, communication regarding the content of an examination, and duplication of work, as defined in section 4 of this policy.

### 6.1 Procedural Consequences for Plagiarism

At School of the Nations, plagiarism is further categorized as either technical or intentional. The distinction between the two is explained below.

### 6.1.1 The distinction between Technical Plagiarism and Intentional Plagiarism

*Technical plagiarism* is using ideas or words from other people or sources but failing to cite correctly and give credit when credit is due; it is done unintentionally.

### 6.1.2 Technical Plagiarism may include

- Paraphrasing poorly
- Citing poorly
- Confusing what is considered common knowledge and what needs to be cited.

*Intentional Plagiarism* is purposely claiming you produced work that you know was developed or written by someone else.

### 6.1.3 Intentional Plagiarism may include

- Creating false citations
- Copying and pasting information from another source without citing it
- Pretending that an instant translation is one's work.
- Allowing someone else to write the paper or do the work.

## 6.2 Consequences of Student Misconduct in the PYP

Every case of student misconduct will be treated on an individual basis and will be discussed by the teacher and the section principal.

The main goal for Academic Integrity in the PYP is to establish consequences that redirect students to successful learning of the core values of honesty, trust, fairness, respect, and responsibility and to prepare them for Middle School expectations. Consequences for Plagiarism and Collusion in the PYP are described below.

### 6.2.1 First offense for PYP

- The student will do the work again and will be asked to reflect orally with the teacher on why what they did was wrong.

### 6.2.2 Second offense for PYP

- The teacher will ask the student to write a reflection on academic integrity, and the PYP Coordinator will be informed.
- The student's parents will be informed by reviewing and signing the student's reflection.
- The student will complete the work again, with the maximum possible grade of MS.

### 6.2.3 Third offense for PYP

- The student will meet with the teacher and the Section Principal, and/or the PYP Coordinator.
- The student's parents will participate in a meeting with the Section Principal.

- Appropriate disciplinary action will be taken, up to and including a grade of NW on the assignment.

## 6.3 Consequences of Technical and Intentional Plagiarism in Grades 6–12

### 6.3.1 Technical Plagiarism, First Offense

- The student will meet with the teacher outside class to discuss errors in the citation or concerns with plagiarism (may take place at study hall, after school, at the end of class, etc.).
- The student may correct the errors in citation or issues with plagiarism and re-submit the assignment for full credit.
- The teacher will notify the school administration via email (or PowerSchool) to document the offense.
- Parent contact is possible.

After the first technical offense, the next offense becomes intentional (considering the student has already had a personal conference and opportunity to look closely at the issue).

### 6.3.2 Intentional Plagiarism, First Offense

- The student will meet with the teacher to discuss the offense.
- The student may re-submit the work.
- The student may be required to complete other work as the Administration deems necessary.
- The student will receive up to Meeting Standard (MS) for his or her work if the steps mentioned above are taken.
- The teacher will notify the school administration via email (or PowerSchool) to document the offense.
- Parent contact is possible.

### 6.3.3 Intentional Plagiarism, Second Offense

- The student receives an NW on the assignment and must submit another assignment determined by the teacher.
- The teacher will notify the school administration via email (or PowerSchool) to document the offense.
- The Dispositions to Learning grade will be ID for that quarter.

### 6.3.4 Intentional Plagiarism, Third Offense

- The student receives an NW on the assignment and must submit another assignment determined by the teacher.
- The teacher will notify the school administration via email (or PowerSchool) to document the offense.
- The Dispositions to Learning grade will be ID for that quarter.
- Parent contact is obligatory via email or a phone call.



## 6.4 Procedural Consequences for Collusion in Grades 6–12 and the DP Program

The student who copied and the student who allowed their work to be copied will write a two-paragraph reflection explaining what they did and why it is wrong according to academic misconduct and redo the assignment.

If the transgression is repeated, the student who copied will be given a grade of NW.

## 6.5 Procedural Consequences for Duplication of Work

Duplication of work is defined by the IB as the presentation of the same work for different assessment components and/or DP requirements.

School of the Nations will follow the same procedures and consequences for collusion.

## 6.6 Procedural Consequences for Misconduct

Misconduct, as defined by the IB, includes taking unauthorized material into an examination room, disruptive behavior, and communicating with others during the examination.

If a Nations' student fails to comply with IB conduct during an examination by:

- not surrendering any unauthorized material;
- exhibiting disruptive behavior;
- exchanging, passing, obtaining, or receiving verbal or written information;
- removing secure materials such as examination papers, questions, or answer booklets from the examination room;
- impersonating an IB candidate - impersonator and person allowing impersonation; or
- failing to report an incident of academic misconduct.

the invigilator (i.e., proctor) will report the transgression to the respective Program Coordinator, and the Program Coordinator will follow the steps outlined in the IB "Good practice for investigations" section outlined in the IB Academic Integrity Policy.

## 6.7 Communication of the Content of an Examination

Communication of the content of an examination is defined by the IB as a breach when and if an IB student communicates with anyone outside of their school community within 24 hours before or after an examination.

If a Nations' student fails to comply with this expectation, when the respective Program Coordinator learns of this infraction, they will follow the IB "Good practice for investigations" section outlined in the IB Academic Integrity Policy.

## 6.8 Pattern of Absence for Assessments

If a Nations' student shows a pattern of absences for summative assessments, compromising their integrity and creating an unfair situation with classmates, such behavior will be treated as a matter of seeking academic advantage.

School of the Nations will follow the same procedures and consequences for collusion and duplication of work.

## 7. Appeals Process for a Nations' Student and Family

In High School, students have the right to appeal decisions made by the High School Principal. This involves filing a request with the Executive Director of the School within fifteen days of the date of disclosure of any decision. The full process for this is outlined in the Parent-Student Handbook.

Students have the right to have a parent, peer, or teacher present in any discussion of a problem or incident, particularly if the consequences are especially significant.

## 8. Works Consulted and Resources

Following the principles of this policy, we would like to acknowledge our appreciation and use of other schools' academic integrity resources in preparing our Academic Integrity Policy. The schools include the American International School of Budapest, Beacon School, the NES International School of Mumbai, and West High School in Salt Lake City, Utah.

### Works Cited

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