

Academic Integrity Policy

Múltiplo International School

1. Introduction and Philosophy

At Múltiplo International School, our mission is to educate students to be active members of their community, with positive and thoughtful behavior, academic excellence, and fluency in English. Guided by our core values of autonomy, responsibility, empathy, respect for individuality, creativity, and solidarity, we believe that academic integrity is fundamental to the development of ethical, reflective, and internationally minded learners.

Rooted in the Montessori philosophy and aligned with the principles of the International Baccalaureate (IB), academic integrity is understood not as a set of rules or prohibitions, but as a shared commitment to honesty, trust, fairness, respect, responsibility, and courage. It underpins all teaching, learning, assessment, and research practices within the school community.

Academic integrity is an essential aspect of authentic learning. Students are expected to produce original work, acknowledge the ideas and contributions of others, and respect intellectual property. Rather than simply avoiding academic misconduct, students are encouraged to understand how knowledge is constructed, to make their thinking visible, and to recognize that learning is a process built upon inquiry, reflection, collaboration, and ethical decision-making.

The school explicitly teaches and models academic integrity throughout the curriculum. Students progressively develop the knowledge, skills, and attitudes necessary to conduct research responsibly, evaluate information critically, use sources appropriately, and communicate their own ideas with honesty and confidence. These competencies are developed across all subject areas and reinforced through the Approaches to Learning (ATL), particularly research, thinking, communication, and self-management skills.

This policy provides a common framework for promoting academic integrity across the school community and is aligned with the school's mission, the IB Programme Standards and Practices, and the IB Academic Integrity Policy.

2. Academic Misconduct

Academic misconduct refers to behaviors that give a student an unfair academic advantage or compromise the authenticity of their work. Múltiplo International School adopts the definitions established by the International Baccalaureate (IB) and recognizes that not all cases of academic misconduct arise from intentional dishonesty. Inexperience, lack of understanding, or insufficient research skills may also contribute to inappropriate academic practices. For this reason, the school adopts an educational approach, prioritizing prevention, explicit instruction, and guidance while ensuring fairness and consistency when misconduct occurs.

The following behaviors are considered forms of academic misconduct:

- Plagiarism: Presenting another person's ideas, words, images, diagrams, data, computer code, creative work, or any other intellectual property as one's own without appropriate acknowledgment or citation.
- Collusion: Supporting or facilitating another student's academic misconduct, such as allowing one's work to be copied or completing collaborative work when an assessment requires independent work.
- Duplication of Work (Self-Plagiarism): Submitting the same work, or substantial portions of it, for more than one assessment component or subject without the explicit prior approval of all teachers involved.
- Fabrication or Falsification: Inventing, altering, or manipulating research data, experimental results, citations, references, or other evidence in order to misrepresent the authenticity or accuracy of academic work.
- Inappropriate use of artificial intelligence: Using generative artificial intelligence or other digital tools in ways that misrepresent authorship, exceed the level of assistance permitted for a task, or fail to acknowledge their use when required by the teacher or by IB regulations. Students may use AI tools to support learning only within the parameters established for each assessment and must remain fully responsible for the accuracy, originality, and authenticity of all submitted work.
- Examination misconduct: Possessing unauthorized materials, communicating with others during an examination, impersonation, attempting to gain an unfair advantage, or engaging in any behavior that compromises the integrity of internal or external assessments.

2.1 Collaboration and Independent Work

Collaboration is an essential component of learning at Múltiplo International School and reflects the school's commitment to inquiry, dialogue, and shared knowledge construction. Students are encouraged to collaborate during learning activities, group projects, peer review, and other tasks where collaboration has been authorized by the teacher.

Students are also expected to recognize that some assessments require independent work. In these situations, while discussing ideas and seeking clarification may be appropriate, submitting work that has been completed jointly or allowing another student to copy one's work constitutes collusion and is considered academic misconduct.

Teachers clearly communicate the expectations regarding collaboration for each assessment.

3. Roles and Responsibilities

Academic integrity is a shared responsibility among all members of the school community. Students, teachers, families, and school leadership work collaboratively to foster a culture of honesty, responsibility, and authentic learning.

3.1 School Leadership

School leadership is responsible for creating the conditions that promote academic integrity throughout the school by:

- ensuring that academic integrity is embedded in school policies, procedures, and daily practice;
- maintaining balanced assessment calendars and internal deadlines to promote student well-being and reduce unnecessary pressure;
- providing ongoing professional development on academic integrity, responsible research practices, and the ethical use of emerging technologies, including artificial intelligence;
- ensuring that all investigations are conducted fairly, confidentially, and in accordance with school procedures and IB regulations;
- maintaining confidential records of investigations and outcomes;
- promoting a culture in which academic integrity is understood as an essential component of learning rather than simply a disciplinary matter.

3.2 DP Coordinator, Educational Coordinator, and Student Advisor

The pedagogical leadership team is responsible for:

- supporting teachers in implementing this policy consistently across all subject areas;
- coordinating workshops and guidance sessions for students, families, and staff;
- monitoring the implementation of academic integrity practices throughout the programme;
- supporting students through the tutoring programme by discussing workload management, organization, ethical decision-making, and responsible research practices;
- ensuring that students understand IB expectations regarding authenticity, assessment, and academic honesty.

3.3 Teachers

Teachers play a central role in teaching and modelling academic integrity. They are expected to:

- explicitly teach research skills, citation practices, paraphrasing, note-taking, and the ethical use of information;
- establish clear expectations regarding collaboration, independent work, the use of artificial intelligence, and assessment requirements;
- monitor the learning process through drafts, planning documents, reflections, checkpoints, and formative feedback, valuing the development of ideas rather than only the final product;
- model academic integrity by acknowledging sources appropriately in all teaching materials and presentations;
- provide students with timely feedback that promotes authentic learning and ethical academic practices.

3.4 Librarians

The librarians support the development of academic integrity by:

- helping students locate, evaluate, and use reliable sources of information;
- providing guidance on citation, referencing, copyright, and intellectual property;
- collaborating with teachers to develop students' research skills across the curriculum.

3.5 Students

Students are expected to:

- produce authentic work that accurately represents their own understanding and learning;
- acknowledge all sources appropriately, including texts, images, data, computer code, and the use of artificial intelligence when required;

- maintain evidence of their learning process, including drafts and version history when appropriate;
- seek guidance whenever they are uncertain about citation, collaboration, or the appropriate use of technology;
- take increasing responsibility for their own learning and uphold the principles of academic integrity throughout their educational journey.
- understand and sign authenticity declarations for Diploma Programme assessment components, as required by the IB.

For Diploma Programme assessments, students will be required to sign the appropriate authenticity declarations in accordance with IB regulations.

3.6 Families

Families are valued partners in promoting academic integrity and are encouraged to:

- foster student independence and recognize that mistakes are a valuable part of the learning process;
- provide encouragement and guidance without completing, editing, or substantially contributing to students' academic work;
- reinforce the responsible and ethical use of technology at home;
- communicate openly with the school whenever questions or concerns arise regarding academic expectations or student well-being.

4. Investigation Procedures and Educational Responses

The school recognizes that not all cases of academic misconduct result from intentional dishonesty. Therefore, every case is considered individually, taking into account the student's age, level of experience, intent, previous guidance received, and the nature of the assessment.

Whenever concerns regarding the authenticity of a student's work arise, the school follows a fair, confidential, and educational process designed to determine the facts, promote learning, and maintain the integrity of the assessment process.

Step 1 – Identification and Evidence Collection

The teacher gathers the available evidence, which may include observations, drafts, version history (Google Workspace), similarity reports, assessment records, or other relevant

documentation. The teacher informs the appropriate Programme Coordinator (MYP or DP) or the Pedagogical Leadership Team whenever a formal investigation is required.

Step 2 – Student Meeting

The student is invited to discuss the work and explain the research and writing process. They may be asked to present drafts, research notes, planning documents, or previous versions of the work in order to demonstrate authorship and understanding. Students are given the opportunity to explain their actions before any decision is made.

Step 3 – Review and Decision

The teacher and Programme Coordinator review all available evidence to determine whether the case resulted from:

- insufficient understanding of academic conventions;
- poor research or citation skills;
- inappropriate use of technology or artificial intelligence;
- negligence; or
- deliberate academic misconduct.

The educational response is determined according to the circumstances of each case and is always proportionate to the nature and seriousness of the misconduct.

Educational Responses

Level 1 – Learning Opportunity

Examples include technical citation errors, incomplete referencing, or misunderstandings of academic conventions. Possible responses may include:

- additional instruction;
- individual guidance;
- revision and resubmission of the work;
- participation in academic integrity workshops.

Level 2 – Academic Misconduct

Examples include plagiarism, unauthorized collaboration, undeclared use of artificial intelligence, fabrication of evidence, or other intentional breaches of academic integrity. Possible responses may include:

- invalidation of the assessment;
- completion of an alternative assessment, when appropriate;
- formal documentation of the incident;

- communication with parents or guardians.

Level 3 – Serious or Repeated Academic Misconduct

Repeated misconduct or serious breaches involving internal or external IB assessment components may result in disciplinary measures in accordance with the School Regulations (Regimento Escolar) and, where applicable, the requirements and procedures established by the International Baccalaureate. For Diploma Programme assessments submitted to the IB, the school will follow all current IB regulations regarding academic integrity and the reporting of suspected malpractice.

The primary purpose of every investigation is educational. Múltiplo seeks not only to preserve the integrity of assessment, but also to help students understand their responsibilities as ethical learners and develop the skills necessary to produce authentic academic work.

4.1 Student Rights

Throughout the investigation process, students have the right to:

- be informed of the concern regarding the authenticity of their work;
- present their perspective and supporting evidence;
- be treated fairly, respectfully, and confidentially;
- receive a clear explanation of the outcome;
- be informed of the educational or disciplinary measures that will follow.

4.2 Appeals

If a student or family believes that the procedures described in this policy were not followed appropriately, they may request a review by the School Leadership Team in accordance with the school's internal regulations. Appeals focus on the fairness of the process rather than academic judgment.

5. Teaching and Promoting Academic Integrity

Academic integrity is explicitly taught and reinforced throughout the curriculum as part of students' academic and personal development. Rather than being addressed only when misconduct occurs, it is embedded in everyday teaching, learning, assessment, and reflection.

5.1 Approaches to Learning (ATL)

Academic integrity is developed through the continuous teaching of Approaches to Learning (ATL) skills across all subject areas. Particular emphasis is placed on research, thinking, communication, and self-management skills, enabling students to:

- locate and evaluate reliable sources;
- take effective research notes;
- paraphrase and summarize appropriately;
- reference sources accurately;
- make ethical decisions during the research and writing process;
- produce authentic and independent work.

Teachers explicitly teach these skills through progressively challenging learning experiences appropriate to students' age and level of development.

5.2 Responsible Use of Artificial Intelligence

Múltiplo International School recognizes that artificial intelligence (AI) is becoming an important tool in education and professional life. Students may use AI to support their learning—for example, to brainstorm ideas, organize information, improve language, or receive formative feedback—provided that such use is explicitly permitted for the task.

Whenever AI tools are used, students are expected to:

- acknowledge the tool(s) used, when required;
- explain how AI contributed to their work;
- critically evaluate AI-generated content rather than accepting it uncritically;
- remain fully responsible for the originality, accuracy, and authenticity of all submitted work.

Teachers clearly communicate the acceptable use of AI for each assessment and design learning experiences that prioritize student thinking, creativity, and authorship.

5.2.1 Translation and Language Support Tools

Múltiplo International School recognizes that digital translation and language support tools, such as Google Translate, DeepL, bilingual dictionaries, grammar checkers, and similar applications, can support language learning when used appropriately.

Students may use these tools to clarify the meaning of unfamiliar vocabulary, explore sentence structures, compare translations, or improve their understanding of texts, provided that such use supports rather than replaces their own learning.

Students are not permitted to submit work that has been wholly or substantially translated by digital tools as their own original language production unless the teacher has explicitly authorized such use for the assessment. Likewise, translation tools may not be used during assessments in which independent language production is being evaluated unless specifically permitted.

Teachers clearly communicate the expectations regarding the use of translation and language support tools for each learning activity and assessment.

5.3 Drafts and Authorship

The school promotes authentic learning by valuing the learning process as much as the final product. Teachers monitor students' progress through planning documents, drafts, research notes, classroom discussions, and formative feedback.

Google Workspace for Education serves as the school's primary digital learning environment. Whenever appropriate, students develop their work using Google Docs and other collaborative tools, allowing teachers to review version history and monitor the evolution of students' thinking and authorship.

To further strengthen academic integrity practices, the school plans to implement Turnitin as an additional tool to support originality checking, formative feedback, and the responsible use of sources.

5.4 Authentication of Student Work

The school recognizes that authentic student work is developed over time through a visible learning process. Teachers therefore collect evidence of student authorship throughout the completion of major assessment tasks.

Depending on the nature of the assessment, evidence of authenticity may include:

- classroom observations;
- teacher-student conferences;
- research notes;
- planning documents;

- drafts;
- reflection journals;
- oral explanations of the work;
- Google Workspace version history;
- formative checkpoints and feedback.

Before submitting work for internal or external assessment, teachers confirm, to the best of their professional judgment, that the work is authentic. Students remain ultimately responsible for ensuring that all submitted work complies with IB academic integrity requirements.

5.5 Information Literacy and Referencing

Students receive explicit instruction in information literacy and responsible research practices. Throughout the curriculum, teachers guide students in:

- identifying reliable and credible sources;
- distinguishing between fact, opinion, and misinformation;
- respecting copyright and intellectual property;
- applying appropriate referencing conventions;
- understanding when and how sources should be acknowledged.

The school adopts consistent referencing conventions appropriate to each subject area. Teachers explicitly teach the citation style required for each discipline and provide students with age-appropriate guidance and resources. The school's librarians collaborate with teachers to promote research skills and ethical information use across all disciplines.

5.5 Community Education

Academic integrity is a shared responsibility of the entire school community.

The school promotes ongoing awareness through:

- orientation sessions for students;
- workshops for families;
- teacher professional development;
- citation guides and other support materials;
- discussions during tutoring sessions;
- regular communication regarding expectations for authentic academic work.

These initiatives foster a school culture in which honesty, responsibility, and ethical decision-making are understood as essential components of learning.

6. Related School Policies

Academic integrity is not addressed in isolation, but is embedded within the broader educational framework of Múltiplo International School. The principles outlined in this policy are implemented consistently alongside other school policies that support ethical learning, student well-being, inclusion, and academic excellence. Together, these documents provide a coherent framework that guides teaching, learning, assessment, and decision-making across the school.

- **Assessment Policy:** The Assessment Policy establishes the principles and practices that guide formative and summative assessment. Academic integrity supports these practices by ensuring that assessment evidence accurately reflects each student's own learning and achievement. Expectations regarding authenticity, feedback, drafting, and the responsible use of artificial intelligence are aligned across both policies.
- **Language Policy:** The Language Policy promotes the development of multilingual learners who communicate effectively and ethically. Academic integrity complements this policy by teaching students how to acknowledge the ideas of others, reference sources appropriately, evaluate information critically, and communicate their own thinking responsibly across different languages and disciplines.
- **Inclusion Policy:** The Inclusion Policy recognizes that students may require differentiated pathways to demonstrate their learning. Academic integrity applies equally to all learners while allowing appropriate accommodations and inclusive practices that provide equitable access to learning without compromising the authenticity of student work.
- **Admissions Policy:** The Admissions Policy communicates the school's mission, values, and educational expectations to prospective students and families. From the beginning of their journey at Múltiplo International School, students are introduced to the school's commitment to honesty, responsibility, and ethical learning, establishing academic integrity as a shared expectation within the school community.
- **Extended Essay Handbook (Diploma Programme):** The Extended Essay Handbook provides detailed guidance for students and supervisors regarding independent research, ethical scholarship, citation practices, academic writing, the responsible

use of artificial intelligence, and the authentication of student work. It complements this policy by outlining the specific procedures applicable to the Extended Essay.

- School Regulations (Regimento Escolar): The School Regulations establish the school's broader expectations regarding student conduct, rights, responsibilities, and disciplinary procedures. Whenever academic misconduct requires formal disciplinary measures, this policy is implemented in conjunction with the School Regulations while maintaining the educational philosophy that underpins the International Baccalaureate.

Together, these policies foster a school culture in which honesty, responsibility, fairness, respect, and ethical decision-making are consistently promoted across all aspects of school life.

7. Policy Review

This policy is reviewed annually by the DP Coordinator, Educational Coordination Team, librarians, teachers, and school leadership to ensure continued alignment with IB requirements, technological developments, and the evolving needs of the school community. Feedback from students and families may also inform future revisions.

8. References and Related Documents

This policy should be read in conjunction with the following International Baccalaureate publications and Múltiplo International School documents, which collectively support the development of a coherent and consistent approach to academic integrity, teaching and learning, assessment, and student well-being.

International Baccalaureate Publications

- International Baccalaureate Organization. Academic Integrity. Cardiff: IBO, 2023.
- International Baccalaureate Organization. Programme Standards and Practices. Cardiff: IBO, 2020.
- International Baccalaureate Organization. Diploma Programme Assessment Procedures (current edition).
- International Baccalaureate Organization. General Regulations: Diploma Programme (current edition).
- International Baccalaureate Organization. Effective Citing and Referencing).

Múltiplo International School Documents

- Assessment Policy
- Language Policy
- Inclusion Policy
- Admissions Policy
- Extended Essay Handbook (Diploma Programme)
- TOK Handbook (Diploma Programme)
- CAS Handbook (Diploma Programme)
- Student Handbook
- Staff Handbook
- School Regulations (Regimento Escolar)
- Political-Pedagogical Project (Projeto Político-Pedagógico – PPP)
- Code of Conduct

Academic integrity is embedded across these documents and is implemented through a coordinated approach that promotes ethical learning, authentic assessment, responsible research, student well-being, and the development of principled, reflective, and internationally minded learners. These documents are reviewed periodically to ensure continued alignment with International Baccalaureate requirements, Brazilian educational legislation, and the school's mission and values.

Developed by: DP Coordinator, High School Coordinator, and a collaborative team of teachers, including the Theory of Knowledge (TOK) and Extended Essay (EE) teachers