

ACADEMIC PROBITY POLICY

October 2025 Revision

Object:

Academic integrity refers to acting honestly, in a committed and reliable manner. Respectful and fair in learning, research, and knowledge creation. This policy It aims to describe how at Mirasur School we help students to research, create content, analyze it and interact with the universally accessible content in a way reliable and transparent, being able to recognize the sources of information, express the Express your own ideas and opinions, both for and against, respectfully. Also, describe the rights and responsibilities of all members of the school community to **identify** what constitutes a good practice and **improper conduct**, and **what measures will be taken** in the event of an infringement of both in face-to-face, online, or hybrid school settings throughout schooling in the different educational stages of the center.

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Definition of academic integrity

At Mirasur, we are committed to honest and transparent learning. We know that academic integrity is fundamental to any learning community, and that means being honest and fair in everything we do, whether in the classroom, online, or anywhere else.

Frequently, rules of conduct and academic regulations address academic integrity from a strictly punitive perspective, describing inappropriate behaviors. However, we believe that an educational approach should encourage the recognition of the value of academic integrity and honest behavior, promoting it so that both students and teachers can take responsibility for their own individual and collaborative work. Furthermore, expectations regarding research practices, content creation, and assessment should be honest, respectful of intellectual property, and adapted to the age of the students and the resources used, especially at a time when content generation is being redefined due to the emergence of tools based on Artificial Intelligence.

Breaches of academic integrity that may occur **harm** the entire Educational Community, causing distrust, undermining commitment to learning, and introducing behavioral patterns that damage reputation and devalue one's own knowledge and that of others.

Definition of improper conduct and categories

According to the guide "The Middle Years Programme: From Principles to Practice", the IB defines ***"improper conduct as any action by a student by which that student or another student unfairly benefits or may benefit in one or more components of the assessment."***

The **cases** considered as **inappropriate conduct** in the IB guide are the following:

- **Plagiarism:** understood as the presentation of another person's ideas or work as own.
- **Collusion:** understood as the behavior of a student who contributes to the fraudulent conduct of another, by allowing him to copy his work or present it as his own.
- **Dual use of a work:** understood as the presentation of the same work or part from him for various evaluation requirements.

- Any conduct that justifies, misrepresents or promotes a lack of coherence in the production of work, the creation of content or in the application of assessment instruments.

The **IB learner profile** aims to develop internationally minded individuals who, aware of their shared humanity “ form and their responsibility to care for the planet, contribute to creating a better and more peaceful world. Among the attributes included in this profile is **INTEGRITY**. This attribute is defined in the IB guide, "The Middle Years Programme: From Principles to Practice," as ***"individuals who act with integrity and honesty, with a deep sense of fairness, justice, and respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences."***

Academic Integrity of Faculty: Mirasur School

faculty are expected to produce their own materials while respecting the ideas of others, citing sources properly, and collaborating transparently and generously. They must also provide students with ample opportunities to practice and learn how to use the work of others to complement their own, as well as teach them what constitutes inappropriate or improper conduct, progressively requiring respectful treatment of the ideas and work of others and promoting honesty in assignments, activities, and projects.

Teachers will help students whose behavior is contrary to academic integrity:

- Accurately identifying the harmful action or actions. • Helping them discover the need to apologize to repair some of the damage caused.
trust
- Encouraging students to declare their intention not to repeat the mistakes. • Promoting students to make restitution or compensation in some way to those harmed by the actions.
their actions.

Academic integrity of students Students

produce different types of work that constitute evidence of the learning process and it is expected that such productions will be authentic and that they will treat information and ideas of others respectfully and honestly.

Therefore, students will need to progressively:

- Investigate by discriminating the quality of the information sources.



- Cite the sources of content and ideas taken from third parties in the preparation of your productions.
 - Respect the work of other students, without plagiarizing or reusing their content.
 - Express your own ideas while respecting those of others, without implying that someone else's idea or content is your own.
 - Complete tasks, activities, and assignments without copying or cheating.
- Respect the presentation of schoolwork and projects.

Academic Integrity and the Expected Role of Families: Parents

can help their children develop the value of integrity by avoiding overprotective behaviors, helping them understand the importance of respecting the ideas and creations of others, not taking their children's place in tasks, activities, or work, and being demanding regarding possible plagiarism or dishonesty in their children's work.

Families are expected to support the educational team's decision-making regarding the application of sanctions or re-educative actions when offenses against academic integrity occur in their children.

How to be honest or how to acknowledge other people's ideas.

As outlined in the guide "The Middle Years Programme: From Principles to Practice", it is probably easier to explain to students what constitutes a lack of academic integrity by referring directly to plagiarism, collusion, and cheating on exams."

Learning to cite and reference content created by others is essential for acting responsibly, ethically, and legally in the use of information employed to carry out work and productions by teachers and students.

There are different valid citation methods that operate in the academic field:

- APA Style, normally used in the field of social sciences. It is the manual created by the American Psychological Association¹.
- MLA: The MLA (Modern Language Association) citation style is a referencing method commonly used in the humanities and arts. This style is characterized by its simplicity and its use in essays and research papers.

¹ "Publication Manual of the American Psychological Association."
<https://apastyle.apa.org/products/publication-manual-7th-edition>. Accessed on January 16, 2022.

- CHICAGO, commonly used in the Humanities. • IEEE, used in engineering. • ²

Spanish standard UNE-ISO ³

690:2013, which is a general-purpose citation style. ⁴

Our Academic Integrity Committee has chosen to follow the guidelines of the APA/MLA (American Psychological Association) in the seventh edition of its manual because we understand that it is a simple way of citing (author, date) that allows the source to be identified and located in the list of references included at the end of the works or productions.

In general terms, the course of action based on the assumptions would be:

Supposed	How to act?
1 If I copy a text verbatim	I should put the text in quotation marks and in italics or with a different font (that looks different) and cite the source
2 If we paraphrase a text	We cite the source
2 If we present someone else's idea or theory, we cite the source.	
4 If we describe widely known facts or express ideas that are our own	We did not cite the source.

We understand that it is important to guide and teach students early on how to conduct research and properly handle information, reference documents, and search for information in the following areas:

1. Quotations and paraphrases

² The Chicago-Deusto Style Manual (ISBN: 9788415759140, 2014) can be accessed at https://bibliotecas.uc3m.es/primo-explore/fulldisplay?docid=34UC3M_ALMA21180746070004213&context=L&vid=34UC3M_VU1&search_scope=TAB1_SCOPE1&tab=tab1&lang=es_ES Accessed on January 16, 2022.

³ IEEE Reference Guide (V 01.29.2021), accessible at: http://journals.ieeeauthorcenter.ieee.org/wp-content/uploads/sites/7/IEEE_Reference_Guide.pdf Accessed on January 17, 2022.

⁴ "UNE-ISO 690:2013 Information and documentation. Guidelines for...." <https://www.une.org/encuentra-tu-norma/busca-tu-norma/norma/N0051162>. Accessed on January 17, 2022.

2. Bibliographic references

The following section describes precisely how to cite sources. For this purpose, we have used the guidelines provided by our reference university, the Carlos III University of Madrid, in its thematic guide on bibliographic citations. This guide offers a complete breakdown of the different citation scenarios, taking into account a wide variety of formats, which we have simplified to allow for a progressive introduction to students based on their age.

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Quotations and paraphrases:

A **direct quotation** is used when we want to refer to content expressed by others in our own text. When we refer to that content in our own words, not exactly, we use a **paraphrase or indirect quotation**.

The format for citing written text is:

Author's last name, first initial. (Year of publication). Book title in italics. Publisher.

The digital text citation format is: Author's

last name, initials, and first name. (Publication date). "Title of the content in quotation marks."

Website name. Retrieved from resource URL.

The citation format for videos retrieved from the Internet is:

Author's Last Name, First Initial(s), Year of Publication. Title of the video. In: Source of the video in italics [date accessed].

Available from: URL of the resource.

Literal quotations in written texts

- When quoting a short text, less than 40 words, we must use quotation marks. • If the quote is long (3 lines or more), it is best to set the quote out of the body of the text in a separate paragraph and increase the indentation of that paragraph, while also reducing the font size to indicate that it is a quotation. In this case, quotation marks are not necessary.
- At the end of the quote, to indicate the source, we can do two things:
 - a) Add in parentheses the author, year and page or paragraph number, if it is not already there number the material. For example: "Among the methodologies for teamwork and project management, one of the most

⁵ UC3M, Thematic Guide on Bibliographic Citations UC3M: APA 7th Edition, *UCM Library*, <https://uc3m.libguides.com>, Accessed on November 2, 2021

The method currently used is Agile, which, according to Robert McCarthy, "allows you to divide larger projects into simpler, more manageable tasks that are then completed in short iterations known as sprints."
"(McCarthy, 2020, p. 12)

- b) Add a footnote in which we will add the full citation of the bibliographic reference, in which case, the full citation would be: Robert McCarthy, "The Agile Method. What you need to know about Agile Project Management, the Kanban Process, Lean Thinking, and Scrum", 2020, p.12.

Non-literal citation in written texts, paraphrasing.

To cite non-literally or by paraphrasing, we will include the author and the year of publication. Following the previous example:

- As McCarthy (2020) says, the Agile methodology helps us to make portions of a project to simplify it and make it more manageable

References

References are typically added to a final list that should include only the elements used in the preparation of the work. This is where we can find the references for the citations inserted throughout the work and should not be confused with the Bibliography section, which may include titles or resources that were not used in our work.

Basic way to make references:

Book references

1. A single author

- Kahneman, D. (2015). Thinking, Fast and Slow. Debate Publishing.

2. More than one author

- Speight, MR, Hunter,MD, & 2 Watt, AD (2008). Ecology of insects: Concepts and applications. Oxford: Wiley-Blackwell.

3. Electronic version

- With DOI:
• Montero, M., & Sonn, CC (Eds.). (2009). Psychology of Liberation: Theory and applications. <https://doi.org/10.1007/978-0-387-85784-8>
- Retrieving the address from which the document was extracted (URL):
• De Jesús Domínguez, J. (1887). Administrative autonomy in Puerto Rico.
Retrieved from <http://hdl.loc.gov/loc.gdc/lhbpr.33517>

Article references

4. From a magazine

- A single author

• Rodríguez-Pérez, M. (2005). "Molecular tools for combating onchocerciasis in Mexico". *Latin American Journal of Microbiology*, 47 (3-4), 112-129.

- More than one author

• Jay, S.M. & Saltzman, W.M. (2009). "Shining light on a new class of hydrogels." *Nature Biotechnology*, 27(6), 543-544.

5. From a newspaper article • Printed

format

• British Broadcasting Corporation. (August 21, 2009). "When the "Gender is called into question." *El Nuevo Día*, p. 65.

- Digital format

• Bilbao, A. (January 9, 2022) "Let's not give them cell phones until they are 12 years old." *The Country*. Retrieved of https://elpais.com/ideas/2022-01-09/no-les-demos-moviles-hasta-los-12-anos.html#?prm=copy_link

6. Digital documents and web pages retrieved from the Internet

- With a recognizable author:

• Duhigg, C. (September 12, 2009). "Toxic waters: Clean Water laws are neglected, at a cost in human suffering." *The New York Times*. Retrieved from <http://www.nytimes.com/2009/13/us/13water.html?em>

- No recognizable author:

• "Argosy Medical Animation. (2007-2009)". *Visible body: Discover human New York: Argosy anatomy*. Publishing. Recovered from <http://www.visiblebody.com>

Other considerations

- If we cite a publication with between 3 and 5 authors, the first time they are cited, the surnames of all of them must be included. Subsequent times they are cited in the same document, we only need to include the surname of the first author followed by "et al."

- On the first date
Watson, Zimmerman, Rovers, Hansen, and Rock (1992) demonstrated the leader's inability to cope with this type of threat. In the following citations, Watson et al. (1992) do not focus their study on the group's influence as a buffer against tension.
- When a work has 6 or more authors, only the surname of the first author is cited. followed by "et al".
- When an author has more than one publication in the same year, a letter is added to the citation. Use lowercase for the date to distinguish them. • (McCarthy, 2020a) • (McCarthy, 2020b) • If we omit part of the text included in the quote, we must always indicate this with periods. ellipses in parentheses (...). We can never omit text from a quotation without indicating it.
 - The Agile methodology, "allows you to divide larger projects into simpler and more manageable tasks (...)" (McCarthy, 2020, p. 12)
- If the work has no author, the title of the work is placed first, followed by the date. • The information for writing the reference will be taken from the original document being referenced. In the case of printed publications, this information will be extracted primarily from the cover. In the case of digital publications, it will be taken from the available publication data and metadata. • Each reference generally contains the following elements: author, title, publisher, place, and date of publication. • The authors' names are inverted, placing the last name(s) first, followed by the initial(s) of the first name(s). Up to seven authors may be included, separated by commas, and the conjunction "and" is used before the last author.
- If the author is an entity, its name should be indicated exactly as it appears in the source. • When writing the title, the capitalization conventions of the language in which the information is presented should be respected. Subheadings may be included after the title. They should be separated by a colon and a space (:). The subheading should also begin with a capital letter.
- The publication date is placed in parentheses. If the date is not available, we will write "nd" (no date) or "sf" (no date).

The use of generative AI and its recognition.

General Considerations :

AI is not the author: Artificial intelligence, by its non-human nature, cannot be considered the author of the content it generates. This content is not reproducible, as the same query can produce different results each time. Furthermore, AI typically does not provide the sources of information it uses nor does it assume any responsibility for the accuracy of its results.

Critical analysis: It is essential to conduct a critical and rigorous analysis of any AI-generated content used in academic work. This analysis should assess the accuracy and veracity of the information, as well as detect potential biases such as gender, race, etc., present in the data used to train the AI.

It can only be used with explicit authorization. Consult with professors: It is necessary to consult beforehand with the tutors or professors responsible for academic work regarding the possibility of using AI-generated content. This will help avoid confusion or problems related to academic integrity.

Use models that allow direct reference to the responses or productions generated.

In addition to considerations regarding privacy, minimum age of use, and functional needs, it is advisable to use tools that allow referencing the generated productions.

Responsible Use of Confidential Information: Students are prohibited from introducing into any AI tool (language models, image generators, etc.) personal, confidential or sensitive information of the institution, of other members of the educational community or of themselves, including contact data, evaluations, internal reports or classified documents.

Review of Usage and Privacy Policies: Students and teachers should be aware that by using an AI tool, they are accepting the privacy policies and terms of use of the responsible entity. The use of only tools validated by the institution or those offering the strongest privacy guarantees is required.

Using AI to learn:

The use of AI in academic work must be aligned with the pedagogical intention of the task and the explicit authorization of the teaching staff:

- Encouraged Uses (with mandatory declaration):
 - Idea generation or *brainstorming*.
 - Assistance with grammar and style correction in initial drafts.
 - Tutoring or clarification of concepts (using AI as a study resource).
- Restricted Uses (require specific and detailed authorization from the teacher):
 - Generation of text, code, or content that constitutes the essential or evaluable part of the work. It will only be permitted if the objective of the task is precisely to analyze, critique, refine, or document the AI product.
- Prohibited Uses (constitute a breach of academic integrity):
 - Generating responses during evaluations, exams, or tests of individual knowledge.
 - Use of AI to supplant the voice, critical analysis, or conclusions of the student.
- Process Documentation: It will be positively valued if students document the *process* of interaction with AI (e.g., how a *prompt* was modified or how the reliability of the result was evaluated), focusing on the development of critical thinking and not just on the delivery of the final product.

Integration, Training and Equity

The center is committed to addressing AI from a perspective of skills development and equity:

- Continuing Education and Literacy: Specific modules will be included within the curriculum to educate students on data literacy, identifying biases in AI-generated content, and adopting ethical use practices.
- Digital Equity: Academic tasks that require the use of AI tools must ensure that all students have equitable access to the necessary resources, preventing the lack of access to specific technologies from creating an academic disadvantage.

How to refer to the use of AI?

Whenever authorized by the teaching staff, the following guidelines must be followed when using AI.

- In the methodology, materials, acknowledgments, or similar sections, a detailed description of the use of AI tools should be included. This description should contain:
 1. Name of the language model used or tool: Specify the name precise of the tool used (e.g., Gemini, ChatGPT, Midjourney).
 2. Version: Indicate the specific version of the tool that has been used.
 3. Creator: Mention the company or entity responsible for creating the tool.
 4. Prompt: Include the exact instruction or question given to the tool to generate the content, or failing that, describe in detail what type of use was and the help requested and obtained in the interaction with the AI.
 5. Generation Date: Record the date or date range in which the content.
- Citing and referencing AI-generated content: Currently, only two citation styles (APA and MLA) have addressed how to cite generative AI. We will follow this structure: Responsible entity. (Year of publication). Name of the tool in italics (version) [additional description] Response URL.
 - Example with Gemini: Google. (2024). Gemini (Pro 1.0, April 10) [Large language model] <https://gemini.google.com>
 - Example with ChatGPT: OpenAI. (2024). ChatGPT (version 3.5, April 10) [Large language model] <https://chat.openai.com/chat>
- The quote in the text:
 - Direct quote (Google, 2024) •
 - Indirect quote: Google (2024)
- Include appendices with the generated content: If deemed necessary, the texts or images generated by AI can be appended to the work before processing and integrating them into the final product. This will allow the reader to access the original content and evaluate its relevance and quality.

Deployment of requirements in relation to recognition, citations and references.

	Early Childhood Education	3rd grade	6th Grade	4th and 5th (Secondary Education)
Recognizing the ideas of others	In assemblies or in interactions around tasks, the opinions or ideas that we endorse or agree with.	Always acknowledge ideas taken from colleagues or other people and identify your own.	Always acknowledge ideas taken from colleagues or other people and identify your own.	Always acknowledge ideas taken from colleagues or other people and identify your own.
Research by validating sources "curated" by faculty	The validation will consist of recognizing where the information from the source was extracted, its format, and which author/organization it is from.	Validate the type of source in relation to its application to the research carried out, specifically recognizing the place, format and author/organization	Validate the type of source in relation to its application to the research carried out, specifically recognizing the place, format and author/organization	Validate the type of source in relation to its application to the research carried out, specifically recognizing the place, format and author/organization
Research using sources "curated" by the students		Select primary sources for the creation of works under a series of criteria such as: Format, Location, Year of publication, Subject, Author, etc.	Select primary sources for the creation of works under a series of criteria such as: Format, Location, Year of publication, Subject, Author, etc.	Select sources of information and compare them with others, identifying which sources are more reliable.
Create global reference list	List the places from which the information was obtained	Students create a specific, alphabetically ordered list of the sources used in their work.	Students create a specific, alphabetically ordered list of the sources used in their work.	Students are able to make citations in the format APA/MLA information references
Quote verbatim				Cite verbatim in the text and link that quote to the final reference list. Use APA/MLA citation style for text, digital media, and videos.
Quote No verbatim			Add non-literal references or paraphrases to express the ideas of others in your own words by referencing the source within the text itself.	Add non-literal references or paraphrases to express others' ideas in your own words, specifically citing the source. APA/MLA citation format applies to text, digital media, and videos.

In addition to the sequenced implementation in the table above, the school offers Digital Competence development workshops for students throughout the primary education stage. The following topics are explicitly covered in the planned sessions:

Level	Content displayed in the digital citizenship program
2nd and 3rd grade	<ul style="list-style-type: none"> • Introduction to using the online information search engine
4th Grade	<ul style="list-style-type: none"> • The responsibilities and rights of digital creators • Collaborating on the creation of idea boards • How to make direct quotes and reference lists with content retrieved from the Internet
5th Grade	<ul style="list-style-type: none"> • Online information validation • Copyright and intellectual property rights • In-depth and targeted search
6th Grade	<ul style="list-style-type: none"> • Finding credible news on the Internet • Open resource libraries under Creative Commons and application of direct and non-direct quotation literal in our own texts • How to validate and compare information from different sources • In-depth and specific search
as part of the Digital Competence Development Program	<ul style="list-style-type: none"> • Internet searches and source validation criteria. • Specific tools for generating and managing reference citations.

Resources for information retrieval

Academic search engines:

1. Google Scholar: <http://scholar.google.es/>
2. Base academic search engine: <https://www.base-search.net/>
3. ERIC Educational Resource Search Engine: <https://eric.ed.gov/>
4. Scientific search engine: <https://worldwidescience.org/>
5. Dialnet, a scientific dissemination portal: <https://dialnet.unirioja.es/>
6. Scientific journal search engine: <https://www.redalyc.org/home.oa>
7. Biography search engine: <https://www.buscabiografias.com/>
8. Search engine on ecology and environmental issues: <https://www.ecoportal.net/>
9. National Institute of Statistics: <https://www.ine.es/dyngs/INEbase/listaoperaciones.htm>
10. Free access search engine World Bank: <https://datos.bancomundial.org/>
11. Arts & Culture, a specialized search engine for art and culture: <https://artsandculture.google.com/>
12. EU legislation search engine: https://european-union.europa.eu/institutions-law-budget/law/find-legislation_es

⁶ Learn more about how to do a good search: <https://youtu.be/x9IzV0zexZc>

Image search engines and other open resources: 1.

Flickry CC Search Creative Commons content search engines

<http://www.flickr.com/creativecommons/> and <https://oldsearch.creativecommons.org/>

2. Pixabay multimedia content search engine: <https://pixabay.com/> 3. —

New York Public Library Collections <https://digitalcollections.nypl.org/> 4. —

Google images https://images.google.com/?gws_rd=ssl 5. —

Bing images <https://www.bing.com/?scope=images&nr=1&FORM=NOFORM> 6. —

Yandex Images Russian search engine <https://yandex.com/> —

images/ 7. Unsplash stock photo search engine <https://unsplash.com/>

8. Getty Images, a dedicated image search engine: <https://www.gettyimages.in/> 9. NASA gallery <https://images.nasa.gov/>

10. Giphy GIF image search engine <https://giphy.com/>

11. Tineye, an image search engine geared towards digital writing <https://tineye.com/>

Expected behavior in interactions through telematics or hybrid scenarios.

1. **Online Class Conduct:** Participants in online sessions must be **punctual** and connect to the class with their **camera always on** and their microphone initially muted. Chat use is restricted to the teacher's instructions, who may activate or deactivate it depending on the activity design or the flow of the class.

- It is necessary to maintain a respectful environment in the space where students and teachers connect, because even though it is remote, that time and physical space should reflect the school's code of conduct. Eating is not permitted during video calls, we must be mindful of what appears on camera, and wear appropriate clothing for a school learning activity.
- Parents, with the exception of those in Early Childhood Education and the first cycle of Primary Education, may not participate in their children's streaming classes unless they are expressly invited to do so, as this constitutes an intrusion into the privacy of both students and teachers.
- Classes may be recorded for later viewing by other invited participants who were unable to attend, or for pedagogical or technical audits by the school itself. Under no circumstances may these recordings be distributed to students and/or families not directly involved in the recorded classes, nor to individuals outside the school.
- When a class ends, students are required to leave the meeting room used for the class. The teacher is the last to leave the room.

- Students who repeatedly violate the code of conduct in the video calls, they may be expelled from the room.

2. **Integrity:** Students and teachers commit to handling their own and third-party information appropriately, in accordance with the standards of academic probity, citing the sources used and respecting the intellectual attribution of the productions that are created or handled, in the same way as is done in the face-to-face school environment.
3. **Responsibility:** Each student, teacher, and family member is responsible for accessing their Google Workspace account provided by the school, reading the messages sent to them through the platforms in use, and keeping their user information up to date. Likewise, it is the responsibility of each user to notify the IT team if they suspect their account has been compromised or impersonated by another student or any other person, or if any of their learning materials have been replicated in whole or in part without their explicit consent.
4. **Participation:** Online educational activities require a high degree of commitment from everyone. Classroom activities through our Learning Management System (LMS) and interaction with many other educational applications frequently require active participation and a willingness to contribute to effective learning. Students are committed to actively engaging in both in-person and online activities and tasks.

Appropriate writing and oral language styles are expected. Attention to spelling, grammar, and sentence structure will be tailored to the activities and the educational level of each student.

5. **Respect:** Members of the educational community participate remotely in multiple areas and platforms, and everyone's commitment is necessary to create a climate of communication and collaboration where respect for others is paramount. Therefore, when providing feedback or representing different ideas or interests opposed to those of others, it is most helpful to adopt a constructive and absolutely respectful approach.
Disrespectful behavior towards others is unacceptable and will not be tolerated.

When participating in discussion threads or online classes, we are mindful of our language to ensure it is respectful to others, considers the diversity of our classrooms, and conforms to what is expected in communication within a school context.

6. **Supervision:** The student's FAMILY agrees to supervise the responsible use of the device provided by the school when outside the school premises and to notify the team of any fraudulent activity by their child or another student



Educational. Likewise, families agree not to justify any behavior on the part of their children that goes against academic integrity and the school's code of conduct.

7. **Helping others:** In addition to respecting others, another value becomes especially important when in-person activities are complemented or replaced by online activities: peer support. Therefore, we commit to listening to the needs of others and collaborating to help them whenever possible.
8. **Anti-plagiarism software:** the school has incorporated powerful software that verifies the content of students' submissions in Google Classroom and generates originality reports, allowing both teachers and students to check that there is no plagiarism in the work.

