



Academic Integrity Handbook

November 2023

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1. Introduction

JFK Mission

To lead, serve and create beauty.

JFK Vision

To achieve the extraordinary

IB MISSION STATEMENT

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

At JFK we strive to be



IB Learner Profile

School Profile:

The John F. Kennedy School, The American School of Querétaro, is a private, non-sectarian, non-profit institution that offers a bilingual and multicultural education within the context of American educational traditions. Situated in Central Mexico, JFK serves over 1400 students from k-12th grade. The student population represents more than 25 countries, with 77% being Mexican Nationals. The school also has significant student populations from the United States (9%) and Korea (5%).

At John F Kennedy, The American School of Queretaro, we encourage all students to be the best possible version of themselves. We want to accompany all our students on their personal journey to help them do this, and to therefore achieve the extraordinary. Our commitment to their character development, academic excellence and the nurturing of their social, emotional, and physical needs is demonstrated by the wide range of organizations that we are accredited by.

- Cogna.
- Mexican Secretary of Education (SEP).
- International Baccalaureate.
- Association of American Schools in Mexico (ASOMEX).
- The Association of American Schools of Central America Colombia-Caribbean and Mexico (Tri-Association).
- The Inter-Regional Center for Curriculum and Materials Development (IRC).

2. What is Academic Integrity?

According to the International Baccalaureate Organization (IBO), academic integrity is “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work” (p.3)

Each student will demonstrate integrity in their participation in each unit of inquiry by producing authentic work. Teachers will provide students with the ongoing support to develop a comprehensive understanding of academic integrity.

Academic Integrity Philosophy

The John F Kennedy School strives to develop within students a sense of integrity and pride in their academic work. This handbook requires the design of a school strategy combined with research-based academic practices starting in PYP, reinforcing them during MYP and cementing them through the DP. This document will support our school, teachers and parents in providing a learning environment that will help students of all ages be academically honest in all of their studies.

Our academic integrity philosophy places students at the center of their learning experience and allows for them to exemplify the International Baccalaureate (IB) Learner Profile attributes (*Academic Integrity. IBO. 2019*). These qualities will be demonstrated in the skills and behavior required to be successful in the academic environment of the school as well for their future studies and professional life. The effective learning practices that result in academic integrity include:

- Honesty: Actively producing authentic work and demonstrating independent thought.
- Trust: seeking feedback and support from peers, teachers and parents throughout their educational journey.
- Fairness: Recognizing that adherence to policies and practices creates an equitable learning environment for all students
- Respect: Recognizing good academic research and citing the work of others, thus giving credibility to one's scholarship.
- Credibility: Taking responsibility for one's individual and group work.

3. Responsibilities related to Academic Integrity

Academic integrity "is the responsibility of all schools, teachers, and students in IB programmes and must be developed across the curriculum as part of a school's approaches to learning." (IBO p.76). Parents and guardians also serve a critical role in supporting students in their IB journey. Therefore, academic integrity is dependent upon the shared responsibilities of the various stakeholders below.

Essential Responsibilities

STUDENT RESPONSIBILITIES

- Produce authentic work, including assignments, homework, projects, and assessments.
- Collaborate and share responsibility for group assignments.
- Cite the use of outside sources using APA format.
- Seek assistance when learning to cite sources.
- Give credit for all referenced works, including: direct quotes, paraphrases, maps, graphs, videos, documents, translated materials (this is important, as IB has reported that many cases of plagiarism are related to translations (*Academic Integrity. IBO. 2019 page 46*)).
- Reflect on the individual contributions of each member of a group, as well as the performance of their shared collaboration.

TEACHER AND STAFF RESPONSIBILITIES

- Model academic integrity in their own work by explicitly telling students where they obtained information.
- Devote teaching time to the necessary skills and mindset to ensure students learn how to incorporate outside sources in their original work.
- Explicitly teach and model the use of citations with APA formatting.
- Check submitted work for academic integrity using turnitin.com but also realize the limitations of turnitin.com
- Recognize that turnitin.com is a tool for students to engage in the process of learning and “to empower students to do their best, original work across all subjects and assessment types” (turnitin.com).
- Communicate with students, the IB coordinator and parents to ensure clear guidelines and expectations.
- Monitor and document communications with the IB Coordinator, parents and the principal with regards to any students who are identified as submitting plagiarized work.
- Provide scaffolds, which may include, for example, visual supports, modeling. In the early years, this may include dictation of the child’s ideas.
- Focus on the process of work to ensure that issues of academic integrity are addressed in the early stages of a project or writing assignment.

PARENT/GUARDIAN RESPONSIBILITIES

- Encourage students to seek assistance from teachers when having trouble with completing assignments, homework, and projects at home.
- Establish open communication with their child's teacher(s) regarding expectations around completion of work at home.
- Emphasize the importance of their child(ren) creating authentic work.
- Allow students to complete all assignments, homework, and projects independently.

IB COORDINATOR RESPONSIBILITIES

- Model academic integrity across the school community.
- Support teachers in identifying developmentally appropriate opportunities to increase students' awareness and understanding of academic integrity.
- Provide professional development on academic integrity in the PYP, MYP and DP.
- Ensure that a developmentally appropriate curriculum is in place to teach academic integrity at different grades (this should be in concert with the teachers and librarians).
- Support students to develop the necessary skills to practice academic integrity in their lives.

***Students in Pre-School through early Elementary may require support from adults when completing authentic work, but independent work should always be able to be assessed.

ADMINISTRATION RESPONSIBILITIES

- Model academic integrity across the school community.
- Provide additional professional development opportunities for teachers and staff on academic integrity.
- Support students, teachers, and parents/guardians in the event of academic dishonesty.

4. Program Guidelines for Academic Integrity in the PYP, MYP and DP

The IBO states that academic integrity "is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection" (IBO p.2) Within the IB program, we strive to assist students in taking personal responsibility for their learning while developing the necessary

approaches to learning (ATL) skills that will help them be successful. JFK teachers and staff also provide students with concrete examples of academic integrity throughout their IB journey.

Approaches to Learning (ATL)

The PYP, MYP and DP identify five ATL skill categories:

- Self-Management Skills
- Social Skills
- Research Skills
- Thinking Skills
- Communication Skills

The ATL skills are fully explicated in the following IB documents:

[PYP](#)

[MYP](#) Page 107

[DP](#)

5th Grade PYP Exhibition

The culmination of the PYP is expressed in the 5th grade exhibition, which reflects the learning and growth of an IB learner. A student's work during 5th grade exhibition demonstrates their ability to synthesize and apply their understanding of being principled and academic integrity by:

- Plan their own independent or small group inquiry.
- Create a central idea and lines of inquiry to guide their inquiry.
- Identify credible sources of information and acknowledge the work of others.
- Work collaboratively with others to share and provide information.
- Plan for and take meaningful action as a result of their learning.
- Communicate and present original work to the school community.

10th Grade MYP Personal Project

MYP students in their final year explore an area of personal interest over an extended period. It provides them the opportunity to consolidate their learning and develop important skills they'll need in both further education and life beyond the classroom. It also helps them develop confidence to become principled, lifelong learners.

Students follow a process that includes gathering and curating evidence where they are expected to document their process and demonstrate their working behaviors and academic integrity; setting a goal, applying the ATLs skills; evaluating the Product; and explaining the impact of their Personal Project. When submitting the report for assessment, students must also include the completed academic integrity form.

The Personal Project reflects the student's ability to demonstrate academic integrity by:

- Plan an independent or small group inquiry.
- Monitor their progress using a journal that reflects organization and time management.
- Demonstrate knowledge and understanding of how investigation and research lead to the planning of an effective project.
- Identify credible sources and acknowledge the work of others.
- Work collaboratively with peers and teachers.
- Communicate and present original work to the school community.

Diploma Programme

The extended essay is a compulsory, externally assessed piece of independent research into a topic chosen by the student and presented as a formal piece of academic writing. The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. This leads to a major piece of formally presented, structured writing of up to 4,000 words in which ideas and findings are communicated in a reasoned, coherent and appropriate manner.

The aims of the extended essay are to provide students with the opportunity to:

- Engage in independent research with intellectual initiative and rigor.
- Develop research, thinking, self-management and communication skills.

- Reflect on what has been learned throughout the research and writing process.
- Review what has already been written about the topic.
- Formulate a clear research question.
- Offer a concrete description of the methods used to investigate the question.
- Generate reasoned interpretations and conclusions based on their reading and independent research in order to answer the question
- Reflect on what has been learned

Academic Integrity and ATLs Development in the Diploma Programme must be evident in all student's work including Internal Assessments, Theory of Knowledge (TOK) Presentation, Extended Essay (EE), Creativity, Activity, Service (CAS)

5. Academic Dishonesty

Academic dishonesty can be defined as behavior that results in an unfair advantage in school work. Academic dishonesty is a breach of JFK student responsibilities and includes, but is not restricted to, the following areas that are subsequently defined in the Glossary:

- Plagiarism
- Collusion
- Cheating
- Duplication of Work

Procedures for Reporting, Recording and Monitoring Academic Dishonesty at JFK

Note: The Academic Integrity document is aligned with the School Discipline Handbook in which a broader range of issues are covered.

5.1 Preschool

In Preschool Academic Integrity begins with knowing, understanding and beginning to show the attributes in the IB Learner Profile. Understanding that being honest and fair are the two main concepts that are embedded in being principled. Understanding that making reasoned and principled decisions is part of being thinkers. Showing respect as part of being caring.

Teachers reflect with students about the title, author and illustrator of books and their importance. As well, they model academic integrity by sharing with students where they found the information and images that they use.

5.2 Elementary School

In Elementary School, academic dishonesty is seen as a learning opportunity for students. Students are learning about values such as honesty, responsibility, respect for others and fairness. In the event a student demonstrates academic dishonesty, a tiered system will be used, allowing for differentiated levels of support.

TIER 1	TIER 2	TIER 3
<p>-Work that shows evidence of academic dishonesty will be treated as an opportunity for learning and growth.</p> <p>-Academic dishonesty can include, but is not limited to: copying homework from the internet or from another student, looking at another student's paper during an exam, trying to gain an advantage on a test by acting dishonestly.</p>	<p>-Academic dishonesty includes repeated violations of Tier 1 offenses, or more serious actions of academic dishonesty, for example copying an entire assignment from the internet, stealing information from a teacher or other student, or deliberately trying to gain an advantage on a test or assignment.</p> <p>-The teacher and IB coordinator will meet with the student and their</p>	<p>-These occurrences involve serious breaches of ethical standards that undermine the values of a JFK education. These situations would include: multiple occurrences of Level 2 (note, it may be occurring in multiple classes); premeditated cheating; extensive plagiarism beyond that of a Level 2; theft of another student's work; attempts to access another student's computer or the teacher's computer or gradebook; breaching computer programs; or, any other violation</p>

<p>-The teacher will determine whether the student is lacking the necessary ATL skills to be successful and/or if the act was deliberate.</p> <p>-The student will receive additional guidance and support from their teacher. The teacher will notify the parent, informing them of the incident, as well as measures taken to support their child.</p> <p>-The principal will be notified, primarily for the purpose of recording and tracking potential repeat offenders.</p>	<p>parents/guardians to determine the additional support needed. This may include a personal learning goal with ongoing counseling by JFK teachers and staff to ensure the student understands the importance of academic honesty and adheres to the guidelines around producing original work.</p> <p>-The principal will be notified and will be involved in parent communication to stress the increasing concerns of repeated offenses and potential consequences.</p>	<p>that shows the student is willfully disregarding academic integrity.</p> <p>-Students will be given access to the academic honesty mini-course in order to compare their work and work habits to those outlined in the tutorial.</p> <p>-A skill-building intervention plan will be developed in collaboration between the IB coordinator, librarian, and classroom teacher. A meeting will be held with the parent to review the intervention plan. If necessary, JFK will abide by the interventions and consequences listed in the Parent Student Handbook.</p> <p>-The principal will be notified, and if the situation warrants further intervention, the General Director will also be notified.</p>
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5.3 Middle School

The Middle School years act as a bridge between the learning experience of Elementary School and the higher expectations and potential consequences in the High School years. Integrity, honesty, respect, fairness, honor, authenticity, responsibility, and courage to stand for one's beliefs are central values in the Middle School years. While the Middle School continues to create a learning environment that champions a growth mindset, there will be increased expectations and consequences for students to learn from any transgressions.

TIER 1	TIER 2	TIER 3
<p>-In the Middle School years, work that shows evidence of academic dishonesty will be treated as an opportunity for learning and growth. The student will be provided with feedback and counseling from the teacher and/or the Vice Principal.</p> <p>-Occurrences at this level include, failure to attribute work, wandering eyes on exams and quizzes, habitual absences on exams or assignment days, and infractions related to practice homework or classwork assignments.</p> <p>-Consequences:</p> <p>-Teacher will contact parent/guardian and include the Vice Principal on the communication.</p> <p>-The Vice Principal will enter the infraction in the Academic Integrity Database.</p> <p>-1st time offence; student receives a warning and has the opportunity to be graded over 60.</p>	<p>-Occurrences at this level include deliberate exchange of information (via email, social media, or during an exam), intentional copying of a secondary source, internet site, web-based information, or any work of another person, use of a "cheat sheet," infractions related to summative assessments (IB assessments), or repeated violations of Tier 1 infractions.</p> <p>-Consequences:</p> <p>-The student will receive a Zero for the work submitted.</p> <p>-Conference required with student and teacher(s) and/or IB Coordinator and/or Vice Principal.</p> <p>-The Vice Principal and/or IB Coordinator may include mandatory counseling sessions to deter future occurrences.</p> <p>-Vice Principal will enter the infraction in the Academic Integrity Database.</p>	<p>-Occurrences:</p> <p>-These occurrences involve serious breaches of ethical standards that undermine the values of a JFK education. These situations would include: multiple occurrences of Level 2 (note, it may be occurring in multiple classes); premeditated cheating; extensive plagiarism beyond that of a Level 2; theft of another student's work; attempts to access another student's computer or the teacher's computer or gradebook; breaching computer programs; or, any other violation that shows the student is willfully disregarding academic integrity. At the discretion of the Principal and the Director the student may receive a failing grade for the semester.</p> <p>-Consequences:</p> <p>-The student will receive a Zero for the work submitted.</p> <p>-An Academic Integrity Committee will be convened. The Academic Integrity Committee will be composed of the Principal, Vice-principal, and Counselor of the grade level. The final decision is the Principal's following the</p>

		<p>recommendations of the committee.</p> <p>-The Principal will notify the General Director as soon as the third academic integrity violation occurs, and prior to the formation of the said committee.</p> <p>-Parents will be notified and will be required to meet with the Principal and any other members of faculty that the Principal deems necessary. If necessary, JFK will abide by the interventions and consequences listed in the Parent Student Handbook.</p>
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5.4 High School

Progression through the JFK program of studies ensures that students are fully aware of the importance of academic integrity in our community. JFK expects students to Achieve the Extraordinary, and part of this social contract means that JFK graduates are honest, trustworthy, respectful of others and responsible for their own actions. Respecting the need for authentic student work is an important part of this goal.

*Note: If a college requires or requests information on cheating, the school will notify the college of any academic misconduct.

TIER 1	TIER 2	TIER 3
-Occurrences at this level include incorrect citations, failure to attribute work, wandering eyes on exams and quizzes, habitual	-In a second violation of academic integrity, the work will receive a grade of Zero and the student will be	-The student will receive a Zero for the work submitted. -These occurrences involve serious breaches of ethical standards that

<p>absences on exam or assignment days, and infractions related to homework assignments.</p> <p>-Work that is deemed to be academically dishonest will receive a grade of Zero. This grade may have a serious effect on a final grade and no other “make up” assignments, or opportunities to repeat the assignment will be given.</p> <p>-Student Affairs will write to the student, and CC the parents, Principal, Vice-Principal, and IB Coordinator, confirming the circumstances surrounding the situation.</p> <p>-The student will stay in detention to reflect, receive appropriate counseling to deter future infractions, sign and acknowledge the violation.</p> <p>-The Principal and Student Affairs will ensure that the incident is recorded.</p>	<p>suspended from school for 1 day.</p> <p>-The teacher and Student Affairs will meet with the student and their parents/guardians to explain the violation, notify them that the student will be suspended for 1 school day, and explain potential consequences of future offenses. Parents receive a letter with the notification of the student’s violation and suspension.</p> <p>-The student will attend a counseling session focused on Reflection, and as part of the process the student will review the Academic Integrity handbook with Student Affairs and/or The IB Coordinator.</p> <p>-The Principal will be notified and may decide to be present in any of the discussions with parents and/or the student.</p>	<p>undermine the values of a JFK education. These situations would include: multiple occurrences of Level 2 (note, it may be occurring in multiple classes); premeditated cheating; extensive plagiarism beyond that of a Level 2; theft of another student’s work; attempts to access another student’s computer or the teacher’s computer or gradebook; breaching computer programs; or, any other violation that shows the student is willfully disregarding academic integrity. At the discretion of the Principal and the Director the student may receive a failing grade for the semester.</p> <p>-The student will be suspended from all school activities until the convening of an “Academic Integrity Committee”. The Academic Integrity Committee will be composed of the Principal, Counselor of the grade level, Student Affairs, and Head of Department of the subject area. The final decision is the Principal’s following the recommendations of the committee. The principal has the right to request the implementation of the formal procedures that may lead to the student’s permanent removal from JFK</p> <p>-The Principal will notify the General Director as soon as the third academic integrity violation occurs,</p>
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		<p>and prior to the formation of the said committee.</p> <p>-The Academic Integrity Committee will determine potential consequences, up to and including the retention of the student's credit for the course.</p> <p>-Parents will be notified and will be required to meet with the Principal and any other members of faculty that the Principal deems necessary. If necessary, JFK will abide by the interventions and consequences listed in the Parent Student Handbook.</p>
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Academic Integrity Handbook Development and Annual Review.

Our Academic Integrity handbook was developed in collaboration with JFK teachers and staff, who considered the developmental continuum to inform the ways in which we will foster student engagement, independence and ownership in their IB learning journey. The Academic Integrity handbook is designed for students, parents, teachers, and the learning community to understand and adhere to the expectations associated with being principled and the development of authentic work. In addition, JFK teachers and staff have identified the social-emotional and academic supports necessary to ensure students can succeed at each milestone of their IB journey. This handbook will be reviewed annually.

This handbook will be reviewed with students at the beginning of each school year to ensure full understanding. The content in this handbook will be reinforced by teachers, IB Coordinators and the school librarian at every opportunity. Beginning in grade 5 and throughout the high school years, students will sign an agreement at the beginning of each school year and be held accountable to the standards set within the agreement.

6. References

Resources for Developing and Promoting Academic Integrity.

- [Academic Integrity: Cheat or Be Cheated?](#)

An article around promoting a climate of academic integrity in a school setting.

- [Academic Integrity. IBO. 2019](#)

The principles of academic integrity, expectations and responsibilities.

- [Best Books for Teaching Honesty to Children](#)

Sample children's book list on the topic of academic integrity.

- [Focus on learning over results promotes Academic Integrity](#)

An article on the importance of focusing on learning over grades.

- [11 Tips for Teachers To Foster Academic Honesty](#)

- [Integrity: How Families Teach and Live Their Values](#)

An article on the nine ways to grow your child's integrity.

- [IBO MYP Academic Honesty Brochure](#)

A parent and student guide on academic honesty (integrity) published by the IBO.

- [The Big 6 Research Skills](#)

A six-stage model to promote strategies and critical thinking to solve problems and identify solutions.

7. Academic Integrity Glossary

Academic Integrity: A set of skills and values that encourage members of a school community to carry out assignments without cheating, plagiarizing, giving or receiving assistance from another person, or using sources of information without appropriate citation and acknowledgement.

Academic Dishonesty: A situation when a student uses the ideas or information of another individual or source without the appropriate acknowledgement or citation. There are many forms of academic dishonesty, which include plagiarism, cheating, or collusion.

Cheating: Cheating is defined as a student making a clear choice and acting on the choice to gain an unfair advantage in an assessment situation.

- Using unauthorized notes during an assessment.
- Copying another student's work with or without his/her knowledge.
- Copying teacher's assessments.
- Communicating information to another student about assessment content.

Citation: A quotation from or reference to a book, paper, or author, in one's work.

Collaboration: The action of working with another person to produce or create something.

Collusion: Supporting academic dishonesty by another student.

- Lending your homework to someone else and allowing it to be copied.
- Sharing the work, you have completed with someone else on an individual assignment.
- Planning individual work in part or in its entirety with another person/group.

Duplication of Work: Presenting someone else's work as your own.

- Falsifying any documents
- Copying someone's work
- Copying another person's test

Plagiarism: The representation, intentionally or unwittingly, of the ideas, words or work of another person without permission.

- Claiming someone else's work or ideas as your own.
- Failure to cite sources (JFK uses Turnitin as one method to detect plagiarism).
- The use of copyrighted images or other media without explicit permission from the creator.

This version was reviewed and adopted on: November 2023

Adrian Leece:	General Director
David Brown:	Assistant General Director
Stuart Porter :	High School Principal
Camille Casses:	Middle School Principal
Mark Dunn:	Elementary School Principal
Debra Cortney:	Pre-School Principal

Review Committee:

Alejandra Galindo	IB DP- Continuum Coordinator
Laura Davis	IB MYP Coordinator
David Brown:	Assistant General Director
Araceli Ponce de León	HS Vice-principal
Steven Eggers	HS Vice-principal
Natalia Laguna	HS Student Affairs

**Feedback received from IB Coordinators and teachers from all sections*