



CEDAR HILL
PREPARATORY SCHOOL

CHP Academic Integrity Policy: PYP and MYP

At Cedar Hill Preparatory School, we are dedicated to cultivating a learning community that upholds academic integrity, rooted in the values of trust, fairness, and respect. Academic integrity is a fundamental component of all IB programs and aligns with the IB Learner Profile attribute of being *principled*—acting with honesty, integrity, and a strong sense of responsibility.

As IB learners, students are expected to produce authentic work that reflects their own understanding, abilities, and efforts. At the same time, they demonstrate respect for the ideas and contributions of others by properly acknowledging all sources.

While collaboration is encouraged when appropriate, students remain responsible for submitting original work unless otherwise instructed by the teacher. By placing their name on any assignment, project, test, or examination, students affirm that the work is their own and that all sources have been appropriately cited.

Collaboration involves students working together toward a shared goal. A learning environment that promotes open communication provides a safe space for students to ask questions and seek support. For example, in collaborative projects, clearly defined roles may be assigned to each student at the outset. These roles are shared with the teacher to ensure accountability and clarity of responsibility.

What is Academic Integrity?

Academic integrity means **doing your own work, giving credit where it's due, and learning honestly**. Violations of academic integrity include:

Term	Definition	Examples
Plagiarism	Using someone else's ideas, words, or work without proper acknowledgment.	Copying text without citation, paraphrasing too closely without credit, or submitting AI-generated work as your own.

Duplication of Work	Submitting the same work for different assignments or assessments without permission.	Submitting the same essay in two subjects without approval.
Cheating	Using unauthorized materials or assistance on assessments or assignments.	Using notes during a closed-book test, copying from another student, or submitting someone else's work as your own, with or without consent.
Outside Help from others	Guiding someone to help them find their own answers.	Walking students through the process of finding the answers, but NOT giving them the answers. Guiding students to resources so they can find their own answers.

Academic Responsibilities

As members of the Cedar Hill Prep community, we each have a role in upholding academic integrity:

Students:

- Produce original work and properly cite sources.
- Avoid plagiarism, collusion, cheating, and duplication of work.
- Seek help when unsure about expectations or citation requirements.
- Understand the consequences of violating the Academic Integrity Policy.

Examples of Proper Acknowledgment

- "I used ChatGPT to help me brainstorm ideas for my essay."
- "I asked an AI tool to explain fractions, then wrote the answer in my own words."

Teachers and Administration

To reflect the changing landscape of AI, teachers and administration will:

- Explicitly teach academic integrity expectations, including proper research, citation, and collaboration guidelines.

- Provide clear instructions for assignments and assessments.
- Support students in learning how to work independently and cite sources correctly.
- Foster a culture of integrity through clear policies, consistent enforcement, and guidance.
- Provide resources and periodic training for students and staff on academic honesty.
- Modeling Integrity: Upholding high standards in all school activities and consistently enforcing academic honesty policies.

Parents/Guardians:

At Cedar Hill Prep, we encourage a partnership between parents and educators to support student learning. Parents can guide and assist their child with assignments, however, it is important to distinguish between helping and rewriting work on behalf of their child. To uphold academic integrity, students must take ownership of their learning and submit work that accurately reflects their own understanding and abilities. As parents, we

- Encourage honest work and reinforce academic integrity at home.
- Support students in seeking clarification and developing time management and research skills.
- Model Integrity: Upholding high standards in all school activities and consistently enforcing academic honesty policies.
- The school will partner with families to ensure a shared understanding of responsible AI use and to support students in developing ethical digital habits.

Academic Integrity and Honesty Policy

Workflow:

- 1) Teacher flags suspected plagiarism.
- 2) Teacher reviews for consistency with previous assignments, and work is run through school purchased AI-Content Detectors for 20% or higher AI content.
- 3) Depending on the results, parents will be notified of the offense.
- 4) Submit to the Academic Integrity committee for review.
- 5) An official decision with consequences will be made within 3 working days from the offense.

Acceptable Practices for Middle School Students

Middle school students continue to learn how to conduct research, cite sources, and use technology ethically. We believe in the use of teacher directed activities because the most critical aspects of literacy, which include critical thinking and making connections, are compromised with an aid like ChatGPT.

SPECIAL SECTION

Use of Artificial Intelligence (AI) and Prompt Engineering

At Cedar Hill Preparatory School, we acknowledge that artificial intelligence (AI) is an evolving component of the contemporary learning environment. In alignment with the International Baccalaureate (IB) philosophy, the use of AI tools is approached through the lens of academic integrity, ensuring that all student work reflects authenticity, honesty, and principled action.

AI tools, when used appropriately, may support inquiry, creativity, and the development of Approaches to Learning (ATL) skills. However, their use must not compromise the integrity of the learning process or the demonstration of individual understanding.

Student Use of AI

Students may engage with AI tools (e.g., text generators, image creators, or research assistants) only when explicitly permitted by the teacher and for clearly defined purposes. Appropriate uses may include:

- Generating initial ideas or questions to support inquiry
- Clarifying concepts, vocabulary, or instructions
- Receiving feedback on organization or structure
- Practicing skills and reinforcing understanding

The use of AI is not permitted for:

- Producing complete responses or assignments that are submitted as the student's own work
- Replacing independent thinking, reflection, or problem-solving
- Circumventing the learning process or assessment objectives

All work submitted for assessment must represent the student's own thinking, understanding, and effort.

Transparency and Academic Honesty

In accordance with IB expectations for academic honesty, students are required to demonstrate transparency when using AI tools. This includes:

- Acknowledging the use of AI in the development of their work
- Explaining how the AI tool contributed to the learning process (e.g., brainstorming, editing, clarifying ideas)
- Ensuring that the final product reflects their own voice and understanding

Failure to appropriately acknowledge the use of AI may constitute academic misconduct.

Prompt Engineering as an ATL Skill

Prompt engineering—the ability to construct clear, purposeful, and effective inputs for AI tools—is recognized as an emerging skill connected to research and thinking ATL skills. Students will be guided to:

- Formulate precise and meaningful questions
- Critically evaluate the accuracy, bias, and reliability of AI-generated information
- Reflect on the role of AI as a support for, rather than a substitute for, their learning

Students are expected to understand that AI-generated content may be incomplete, inaccurate, or biased, and must be carefully reviewed and validated.

Unacceptable Practices (Academic Misconduct)

These behaviors go against IB standards and school expectations:

1. Copying and pasting content directly from ChatGPT or any AI tool and presenting it as your own work.
2. Submitting entire assignments generated by AI, even if slightly edited.
3. Using AI to complete tests, quizzes, or assignments meant to show your independent understanding.
4. Failing to cite sources, including websites, books, people, and AI tools that informed your work.
5. Using someone else's work (a peer's, a tutor's, or AI's) and claiming it as your own.

Under teacher direction this is how to Cite ChatGPT and show that students have used ChatGPT appropriately:

- **Works cited example:**
OpenAI. ChatGPT, version 4. OpenAI, <https://chat.openai.com>. Accessed 27 Aug. 2025.

Student Responsibilities

- Be honest about how you completed your work
- Ask for help if you're unsure about how to use a tool properly
- Learn how to use technology responsibly and ethically
- Respect your own and others' ideas
- Regular reinforcement and practice of executive function skills, including time management, will foster academic integrity.

Teacher Responsibilities

- Teach students what academic integrity means at their grade level
- Provide guidance on ethical research and technology use
- Create assignments that encourage original thinking
- Be clear about when and how AI tools can be used
- Support students in learning from their mistakes

Policy Review and Education

- This policy is reviewed annually and updated as needed.
- Students and families are introduced to the policy at the start of each school year.
- Teachers will integrate academic integrity lessons into subject areas and the IB learner profile.

Consequences for Violating the Academic Integrity Policy*

Students who violate the Academic Integrity Policy by plagiarizing, cheating, colluding, or duplicating work must accept responsibility for their actions. Consequences are designed to be fair, progressive, and educational, with the goal of helping students learn from their mistakes.

*Each case will be reviewed on an individual basis because we need to carefully consider the circumstances. Our ultimate goal at CHP is instructive, not punitive.

Offense

Consequences

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| *1st Offense | The following will take place at teacher discretion based on grade and context :
One of the following will occur: <ul style="list-style-type: none">• The student will be given the opportunity to do work under teacher supervision for a reduced grade• The student may take an impromptu quiz or the student will explain the task in their own words (verbally or written) or to the teacher.• Parental notification will occur for each occurrence. |
| *2nd Offense | The following will take place: <ul style="list-style-type: none">• Parental notification and conference.• The teacher may assign a grade of 0% to 50% depending on the circumstances and a possible re-do of the assignment.• Removal from any Honor Societies and/or House Leadership positions for a specific period of time, as determined by school administration.• In-School Suspension and discipline referral. |
| *3rd Offense | The following will take place: <ul style="list-style-type: none">• Parental notification and conference.• The teacher will assign a grade of 0%.• Discipline referral and suspension for both cheating and violation of the Behavioral Contract. |

Notes:

Further consequences are determined by the administration on a case-by-case basis, considering the severity of the offense, impact on learning, and student's record.

Students must understand that repeated violations may jeopardize future opportunities as many high schools and universities have **zero-tolerance policies** for plagiarism and cheating.

***Protocols to be followed:**

1. All infractions will be handled by consultation among teachers, administration, and the school guidance counselor.
2. All parent email notifications must include principal, guidance counselor, and head of school.
3. Meetings must be confidential in an enclosed space on school campus and information is confidential.

Our Commitment

At Cedar Hill Preparatory School, we are dedicated to helping students learn from their mistakes and grow into principled, reflective, and ethical learners. Our goal is to maintain an environment where **academic integrity is valued, respected, and practiced by all.**

Review and Evaluation

The Academic and Integrity Policy will be:

- Reviewed annually by the IB Pedagogical Committee.
- Updated based on teacher input, IB developments.
- Communicated through staff meetings, newsletters, and the school website
- This policy was completed and approved February 10, 2026