A Guidebook

for the Acceptable Use

of Artificially Intelligent Tools

in a Twenty First Century Classroom

and the Establishment of

a Student Led Honor Council

McDonell Area Catholic Schools

Centered on Jesus Christ and His Church, we partner with families to nurture young people's spiritual, intellectual, physical, and moral formation through a PreK-12 Catholic liberal arts education and vibrant student life of discipleship, athletics, and the arts.

February 2024

Committee Chair:

Mr. Justin Kuehl

Honor Council Faculty Advisor:

Mr. Alex Baierl

Committee Members:

Fred Blair

Jaidyn Brady

Johnathan Brady

Gavin Bowe

Sarah Buchman

Lily Edison

Angelo Enderes

Maddy Geissler

Hannah Gilbertson

Kali Goulet

Dominic Hazelton

Jack Kasper

Sam Kasper

Lucy Pries

Ella Rubenzer

Katie Ruf

Rev. 2-6-24

Table of Contents:

Rev. 2-6-24

I. Introduction

A. Abstract:

This document recommends that McDonell Area Catholic Schools pursue the opportunity to responsibly blend Artificial Intelligence (AI) and other emerging technologies within its Catholic liberal arts curriculum that is dedicated to emphasizing critical thinking and Catholic-Christian values. The committee created a "Vision for Instruction" (teacher focused) and a "Vision for Learning" (student focused) that acted as guidance in the decision making process. The document defines categories of technological tools - Assistive, Adaptive, and Artificial - and mandates that students disclose the use of some of these tools to maintain academic integrity. It creates an acceptable AI use policy as well as an honor council to monitor this policy.

B. Rationale:

The rapid emergence of artificial intelligence (AI) since November 2022 has radically transformed content creation across various fields, including writing, art, photography, and video. This fundamental shift necessitates reevaluating how we interact with technology and its ever-evolving landscape. Recognizing the accelerated pace of AI development, educators quickly realized the critical need to re-imagine their teaching methods, assignments, and student evaluation strategies, especially at the middle and high school level. This urgency stems from the inevitable and pervasive impact AI will have on our lives, mirroring - and perhaps eclipsing - the internet's transformative influence in the mid-1990s and beyond. It is fast becoming more commonplace to ask "how" AI was used rather than "if" it was used, and we recommend starting with this assumption because at the inception of this document, it seems as though AI will become a ubiquitous part of our daily lives. Therefore, it is essential to equip teachers with a deep understanding of these tools. However, the most pressing need lies in guiding students to navigate the ethical and responsible use of AI and helping teachers learn how to use it efficaciously and ethically. This necessitates fostering a deeper understanding of the overarching purpose of learning, critical thinking, writing, and creative expression that is in line with our Catholic liberal arts philosophy. Many future careers will expect or already expect employees to seamlessly blend AI proficiency with their innate talents, knowledge, and skills. Furthermore, it is important that students develop the necessary skills to critically evaluate information and make informed decisions based on reliable sources. Therefore, the committee recommends that AI

Rev. 2-6-24

become a meaningful part of instruction that is not banned or rejected wholesale from the curriculum.

The basis of the committee's argument is that intent must be the driving factor in determining acceptable use of AI. When the intent of the student is to further his or her academic abilities or knowledge, then the use of technology is acceptable when it is *properly disclosed and documented*. However, if technology is being used to deceive, plagiarize, or present work as one's own when it is not, then its use is not acceptable. It will be important to inform students about this distinction and educate them so they know what the expectations and guardrails are. The committee has created an acceptable use policy specific to AI, below, which outlines these concepts.

Additionally, this document introduces the creation of a student-run Honor Council that will monitor acceptable use and whose central purpose is to evaluate cases of student indiscretion with the hope of preserving academic integrity and responsible technology use.

Finally, it is suggested that faculty, particularly at the middle and high school level, focus on meaningfully integrating AI into the curriculum and teaching proper ethical use of these tools to students while placing primary emphasis on intrinsic learning within the Catholic liberal arts framework. However, teachers will continue to have the option to design lesson plans and instruction to limit or prohibit use of AI in their own classrooms, with the accompanying responsibility of policing such usage.

C. Methodology:

A selection of students in grades 7-12 were invited to join a committee to explore the ways that artificial intelligence intersects with education. Initially, the goal was only to develop an acceptable AI use policy, but as discussions began, it became apparent that this task required a more nuanced approach. Students attended sessions on Tuesdays and/or Thursdays to discuss the week's agenda. Typically, the Tuesday group would begin a discussion, and the Committee Chair would filter those notes to the Thursday group which would then be entered into Chat GPT or Google Bard for an initial draft. The draft material would be read, discussed, edited and revised by the Tuesday group. The Committee Chair would revise and refine that draft using a

Rev. 2-6-24

combination of human editing and AI generated suggestions. The Thursday group would revise and ratify the draft for publication. This document will be reviewed annually in May by the Honor Council, its faculty advisor, and school administration. The hope is that it can be a real-world example of the powerful use of human ideas working alongside the efficiency of AI. This document exists as a testimony to what students working in collaboration with one another and AI can do to create meaningful work that will outlast their own high school careers.

Students showed a thoughtful, engaged, and passionate enthusiasm for the material. They found the predicament of using AI in the classroom to be a real challenge that had to be met creatively and flexibly. The policy is intentionally written to be flexible as the technology changes and educational needs change. The hope is that this is a document that can respond to unforeseen advances; however, it can also be amended to fit specific changes or needs that may occur.

II. A Vision for Instruction at MACS in a World of Technological Advancement:

At MACS, we are dedicated to equipping our graduates with the knowledge and skills needed to thrive in the world's ever-evolving technological landscape, including understanding uses which are ethical and add value as opposed to those which are unethical or demean our humanity. In particular, we recognize the significance of artificial intelligence (AI) and other emerging technologies that are shaping the future. MACS fosters an environment that encourages habits of learning, including: curiosity, innovation, and exploration true to our Catholic liberal arts tradition. As part of that experience, MACS will allow for the purposeful, thoughtful incorporation of technology, including AI, in its curriculum while continuing to place an emphasis on critical thinking and Catholic-Christian ethical reflection. We believe responsible adoption of technological innovation is crucial for harnessing its potential in a way that respects the dignity of the individual and benefits the common good. By adhering to these principles, MACS is dedicated to producing graduates who live with integrity and seek beauty and truth as responsible stewards of AI and other future technology.

III. A Vision for Learning at MACS in a World of Technological Advancement:

Through exposure to emerging technology at MACS, a graduate is acquainted with the benefits and challenges technology poses. The graduate relies on a strong foundation in the Catholic liberal arts tradition to think critically and act prudently concerning the personal and societal impacts that the use of these technologies can have on the common good if not used responsibly and ethically. Their evaluation of facts, decision making, and actions are rooted in truth, beauty, goodness, integrity, and Catholic-Christian ethics. Above all, a graduate appreciates the intrinsic benefits of learning, academic growth, grit, perseverance, personal discovery, and self reliance despite the lure of easy technological solutions.

Rev. 2-6-24

IV. Guidelines for Acceptable Use of Artificially Intelligent Technologies:

In keeping with the *Vision Statement for Learning,* unless explicitly limited or prohibited by a specific instructor, middle and high school students may use assistive, adaptive, and artificial tools (defined below) when the intent is to seek knowledge and work toward personal academic growth. When in doubt about whether such tools are permitted for a particular course, assignment, or assessment, it is the student's responsibility to seek clarity from the teacher in advance. Proper disclosure and citation of the adaptive and artificial tools used and a description of the manner in which they were consulted is required in order to preserve academic integrity. The use of adaptive and artificial tools with the intent to deceive, cheat, plagiarize, or falsely promote work as one's own is prohibited. In situations where the citation and disclosure of adaptive (when required) and artificial tools are not provided to the instructor, it will be assumed that the final product was created free of adaptive or artificial tools. Holding each other accountable for the common good of our academic experience is also part of this policy, so it is essential that if one witnesses cheating, deception, or inappropriate use, he/she is encouraged to anonymously report the student to the Honor Council.

A. **Definitions of Technological Tools:**

Assistive Tools: These tools act to assist writers in improving their writing, and they include items such as (but not limited to): spell check, grammar check, dictionaries, thesauruses, autocomplete, autocorrect, handbooks, and style guides. These tools do not make suggestions beyond a word or phrase. Disclosure of these tools is not required.

Adaptive Tools: These tools adapt student writing and thoughts and provide help that may alter writing and ideas beyond words and phrases, and they include items such as (but not limited to): peer review, parent review, Grammarly, and mybib.com*. When these adaptations exceed suggestions longer than a word or phrase, such as rewriting entire sentences, these tools *may be required* to be disclosed by the instructor to help ensure academic integrity.

Artificial Tools: These tools generate "original" content and can make suggestions beyond basic grammar, and they include items such as (but not limited to): ChatGPT, Bard, Dall-E, and other "AI" large language models. Use of these tools, and subsequent usage logs, must be disclosed to the instructor *in all cases* using the proper citation format required by the course instructor. Manipulation or editing of logs, failure to disclose logs, or failure to preserve logs is a violation of the acceptable AI use policy. Individual instructors or departments reserve the right to allow or prohibit these tools at any time.

B. Table 1

McDonell Area Catholic Schools
Artificial Intelligence Usage Guide

	Description	Required Disclosure
Assistive	These assignments in grades 6-12 are done entirely by the student or with the use of commonly accepted editing tools such as (but not limited to): spell check, grammar check, dictionaries, thesauruses, autocomplete, autocorrect, handbooks, and style guides. These tools do not make suggestions beyond a word or phrase. Disclosure of these tools is not required.	No citations outside of the individual assignment's requirements are required. It is assumed that if no documentation is provided that the assignment is 100% student generated.
Adaptive	These assignments in grades 6-12 have used tools that adapt student writing and thoughts and provide help that may alter writing and ideas beyond words and phrases. They include tools such as (but not limited to): peer review, parent review, and Grammarly. When these adaptations exceed suggestions longer than a word or phrase, such as rewriting entire sentences, these tools may be required to be disclosed by the instructor to help ensure academic integrity.	It is strongly encouraged that the use of adaptive tools be cited for transparency according to the course required format (APA, MLA, etc.). The student must include a description of how the tool was utilized - e.g.: I used Grammarly to help with word choice and to help fix run on sentences.
Artificial	These assignments in grades 6-12 have used tools that generate "original" content or make suggestions beyond basic grammar, and they include tools such as (but not limited to): ChatGPT, Bard, Dall-E, and other "AI" large language models.	The use of AI must be cited according to the course required format (APA, MLA, etc.). AI logs must be submitted with detailed annotations that describe how the AI was utilized according to the teacher's assignment description - e.g.: to assist with brainstorming, to edit and proofread, to assist with organization and formatting, etc.

Link to MACS full page printable version

State of North Carolina Guidelines**:** page 24 - used as a reference for creating our template

V. Honor Council Operational Guidelines:

Rev. 2-6-24

A. Justification for the Establishment of an Honor Council:

The Honor Council at MACS is established with a commitment to upholding academic integrity and promoting responsible use of technology within the school community. While cases brought to the Council primarily involve the misuse of AI, it is also responsible for addressing instances of cheating, plagiarism, and other breaches of academic integrity. It should be noted at the outset that the Honor Council is advisory to administration and, if there is a conflict between the provisions of this document and the school handbook, the handbook is the controlling authority. All decisions regarding student discipline rest with the school principal, with options for administrative recourse, as provided in the school handbook.

Members will embody the values of impartiality, integrity, confidentiality, and leadership, and they will operate as a cornerstone of fairness and ethical conduct in our school community. Members will work to help our students become equipped with the ethical tools and knowledge necessary for success in their academic and professional endeavors. Members will be well versed in school policy and will work collaboratively to rule in each case. By fostering a culture of integrity and ethical decision-making, the Honor Council endeavors to instill a sense of accountability and responsibility among our students. Adhering to an educational approach, the Honor Council not only delivers fair and informed rulings, but, more importantly, it aims to educate the offending student about the significance of academic honesty and, when necessary, the responsible use of AI so that he/she can live a more virtuous life.

The council will carefully assess each case based on the evidence presented and the school's established guidelines, aiming to reach fair and just decisions that uphold the principles of academic integrity and responsible use of technology. Rulings will be made with careful consideration of the "Vision for Learning at MACS in a World of Technological Advancement," the "Guidelines for Acceptable Use" with an emphasis on fostering a supportive and ethical academic environment for all students that elevates the pursuit of knowledge.

The Council will ensure consistent disciplinary measures and use a tiered method of recommendations to which administration and faculty may refer for violations. By entrusting the responsibility of non-binding judgment to a panel of peers, the consequences of misconduct hold a more significant impact and offer a meaningful and consistent learning experience for the students involved. It is hoped that a peer-lead review process will serve as a deterrent to violations of academic integrity, while promoting a student culture of accountability.

The below guidelines for the Honor Council's review of offenses are not binding. All final decisions on discipline rest with the school principal, subject to the school handbook. Important note: Honor Council records are not part of the pupil's cumulative file and will not be entered in the Student Information System (SIS), whereas disciplinary action taken by school

Rev. 2-6-24

administration in connection with an Honor Council recommendation may be included in the SIS and/or cumulative file. Students who participate in varsity athletics will be subject to the restrictions and consequences of the Athletic Code independently of the Honor Council.

B. Application for Membership:

The selection process mirrors that of the Student Ambassadors Program involving a brief essay, two (2) letters of recommendation, and a pledge to uphold academic integrity. One recommendation must come from a staff member. It is suggested that the second recommendation comes from a community member (pastor, scout leader, 4H leader, etc.) when possible. In the absence of an outside recommendation, a second faculty member may be used as a reference.

New members are voted in by a two thirds majority by existing members and final approval by the faculty supervisor. Applicants for membership will come from freshmen and/or new students to MACS.

Students who were on the board in previous years may maintain their seat without reapplication. He/she may choose to forfeit his/her seat if he/she deems him/herself unable to properly fulfill his/her responsibilities to the committee.

C. Membership Expectations:
The members of the honor council will exhibit the following traits:
1. Impartiality: A member will approach each case with fairness and objectivity, ensuring that all parties involved have an equal opportunity to present their perspectives. They will rule based on the facts and not a personal opinion of the case or the student. If the student believes he/she cannot be impartial in a certain case, he/she will recuse him/herself from the individual case.
2. Integrity: A member will show a track record of honesty and trustworthiness. They will continue to exhibit a dedication to ethical conduct in and out of the classroom.
3. Confidentiality: A member will maintain strict confidentiality before and after a case is heard to preserve integrity. At no point will the case be discussed outside of the hearing, including with other members.
4. Knowledge of the Policies and Procedures of the Council: A member will be well-versed in the vision statements developed by the AI Committee, and he/she will be expected to know and understand the acceptable AI use policy and its nuance.
5. Leadership: A member has been identified as a leader in the school and maintains a positive presence by living a virtuous life. He/she strives to foster a culture of academic integrity and ethical behavior.
6. Collaborative Participation: The member is willing and able to work collaboratively with the other members of the council and its supervisor.

Rev. 2-6-24

7. Educational Approach: The member is willing and able to help those brought before the panel understand their wrong doing and help him/her learn from their breach of academic integrity to make more prudent decisions in the future.

Failure to live by these standards may result in expulsion from the Honor Council as determined by a two thirds majority of the Council members. A conviction by the Council or breach in confidentiality are grounds for immediate dismissal as determined by the faculty supervisor.

D. Organizational Structure:
- The Honor Council is composed of no more than fifteen (15) members and no fewer than nine (9), with five (5) students serving per case. Optimally, each case should strive to include two (2) seniors and three (3) lower-classmen. To ensure impartiality, members may recuse themselves from cases where they feel their ability to be impartial would be challenged.
  - Each case is assigned six individuals with five present during the hearing. The alternate would be called in during situations where one member recuses him/herself from a case.

- When relevant, panel members will be given evidence for review at the beginning of the hearing before the student arrives.

- Proceedings involve hearing the student's case followed by deliberation by the five voting members of the panel. Following deliberation, a minimum of four (4) votes is required for conviction by use of a secret ballot. A selection from the predetermined Tier Table will be discussed during deliberation, and members will recommend the selected tier to the relevant teacher or administrator (when necessary).

- The Council convenes bi-weekly for pre-scheduled meetings. Students and/or teachers responsible for presenting materials must submit them for review a minimum of two days before the scheduled hearing. If a grading period is imminent, procedures may be accelerated or the matter may bypass the Honor Council directly to the school principal.

E. Referral to the Honor Council:
- An anonymous tip line for students is available.
  - The tip line will notify the Honor Council Faculty Supervisor (or principal in his/her absence) who will retrieve needed evidence from the teacher and student involved with the case.
- Staff, upon suspicion of academic misconduct, has the option to refer the case to the Honor Council for review.
  - If a teacher chooses to bypass the Council, he/she **must** report the offense details, offense level (see Table 2), and subsequent punishment to the Council to track the

student's history of violations. Only the Faculty Supervisor and Administration will be aware of the incident and the identity of the offending student.

- A student who is subject to disciplinary action for alleged academic misconduct involving AI may request Honor Council review on his or her own initiative, with notice to the teacher and school principal at the same time or before submitting to the Honor Council.

F. Burden of Proof:

- Teachers will submit initial evidence: tests, student paper(s), digital documents, etc. to the Honor Council faculty supervisor. If the initial evidence submitted by the teacher establishes a reasonable basis to believe the student violated the AI policy or has otherwise violated academic integrity, the information will be passed to the student Honor Council.
- The student in question will remain anonymous except in cases where: 1) the student wishes to appear in person to defend him/herself 2) situations where a personal appearance is required (eg: when two students have been involved in cheating on a test and both must be interviewed to come to a conclusion) 3) in situations where it is an excessive burden to remove personal information from the assignment.
- When a case comes before the Honor Council the burden of proof then shifts to the student to prove that he/she did not violate the Acceptable AI Use Policy or academic integrity. The student involved will have an opportunity to submit rebuttal evidence (either anonymously or in person) demonstrating that the student did not engage in a violation of school policy, describe any mitigating circumstances, or alternatively a statement admitting the violation and making an apology in order to request leniency (forthcoming and contrite admission by the student is a factor in recommending disciplinary action).
- Following the submission of evidence by both the teacher and student, the Honor Council will review the evidence and make a written recommendation to the school principal regarding appropriate disciplinary action within 48 hours. The Honor Council advisor will provide a copy of the recommendation to the teacher, student, and the student's parents/guardians at the same time. Any further request for reconsideration should be between the school principal, teacher, and student.

Rev. 2-6-24

G. Recommended Discipline:

Table 2: A Tiered Approach

Tier	Characteristics (may include)	Recommended Resolutions
Dismissal without further consideration	- First time offense in middle or high school (6-8; 9-12) - Formative assessments only - Forthcoming and contrite confession of misunderstanding, guilt, or misconduct - Honest misunderstanding of the assignment, guidelines, or methods and/or failure to properly disclose and/or cite	- Guidance to avoid the issue in the future - Ability to redo the assignment for full or mostly full credit at the discretion of the teacher - Offense recorded by the Honor Council as a dismissal
Tier 1	- First time major offense or repeat minor offense in middle or high school (6-8; 9-12) - Major formative and all summative assessments - Forthcoming and contrite confession of guilt or misconduct - Intent to deceive, cheat, or plagiarize and/or lack of disclosure and/or citation	- Guidance to avoid the issue in the future - Ability to redo the assignment for full or partial credit at the discretion of the teacher - Offense recorded by the Honor Council and reported to administration
Tier 2	- Second Tier 1 offense or first Tier 2 offense in middle or high school (6-8; 9-12) - Summative assessment or other major assignment - Not forthcoming or contrite when found guilty - Intent to deceive, cheat, or plagiarize and/or measures were taken to avoid disclosure and citation	- Guidance to avoid the issue in the future - Ability to redo the assignment for partial credit or be given a zero at the discretion of the teacher - Offense recorded by the Honor Council and reported to administration
Tier 3	- Habitual Tier 1 offenses or second or more Tier 2 offense in middle or high school (6-8; 9-12) - Summative assessment or other major assignment - Not forthcoming or contrite when found guilty - Intent to deceive, cheat, or plagiarize and/or measures were taken to avoid disclosure and citation	- Guidance to avoid the issue in the future - A zero will be given for the assignment - Consideration of suspension or expulsion at the discretion of administration - Offense recorded by the Honor Council and reported to administration

Rev. 2-6-24

- *This list will evolve over time as the Council finds punishments that are effective and focus on **improving the student's future academic honesty and quality of work above a strictly punitive nature.***
- Discussions and suggestions for improvement and avoiding reoffending will be held with the offending student by the principal, council supervisor, teacher, or student members of the council based on each case's individual needs.
- The custodian of records for the Honor Council is the Faculty Supervisor, with access provided to Administration and Committee Chair as needed.
- **All cases and decisions regarding violations of academic integrity will only be made visible to the administration, school counselor, and the Honor Council Faculty Supervisor. These records will not be a part of any official academic record or transcript.**

VI. Recommendations for the Monitoring and Instruction of AI in the Classroom:

- All electronic student work must be done on a teacher created document posted on Google Classroom
    - This allows for the easy visibility of the "Version History"
    - A helpful tool to assess what students have typed on their own is a Google Docs extension called "Draftback."
- All research based in electronic text citations must be hyperlinked to a specific spot in the source text
    - This can be done in the following steps:
        - Highlight the source text (specific line, quote, paragraph)
        - Click with two fingers (or right click)
            - "Copy link to highlight"
        - Highlight the in text citation
            - CTRL + K (to create link)
            - CTRL + V (to copy destination link and create hyperlink)
- Teachers are encouraged to place an emphasis on oral presentations, Socratic seminar, and conferencing with the teacher to evaluate learning
- Writing that is intended to be completely free of AI should be done in class and/or done on paper when the objective is to evaluate unassisted writing skills or to evaluate the student's knowledge on the topic unaided by outside sources.
- Faculty should educate themselves on AI, its uses, its tools, its abilities
    - Examples:
        - Quizzes AI App
        - Development of individualized GPT Bots
        - Video and image creation
        - Interactive development of writing skills - dialoguing with AI to enhance or improve brainstorming, planning, writing, and assessment.
        - Leveraging AI for faster, more efficient, more specific feedback, rubric creation, and more. ([Pull the Paragraph](#) is one tool)
- Every faculty member who regularly uses technologically-based instructional tools must place emphasis on:
    - **Safety:** Helping students learn how to use AI (and other technology) effectively and safely. It is also important to make students aware of copyright issues and personal data protection when using AI.
    - **Acceptable AI Use:** How to interact wisely, appropriately, positively with AI
    - **Evaluation of truth and bias**: Create lessons that discuss how to evaluate trustworthiness of information in this new age of misinformation (ex: deepfakes, AI in social media and news sources)
    - **Intent:** Discussions around academic use of technology vs. malicious use

- ○ **Expectations:** Teachers should make clear their expectations on acceptable AI use for the course as well as any specific assignment where they do or do not want specific technologies used and HOW they should be used.
    - ○ **Documentation and Disclosure:** Teachers must show students how to properly cite and disclose information provided by AI sources.
- **Teaching the SIFT method:** Developed by Mike Caulfield, this method is a practical, simple way for students to evaluate the reliability of online content.

S	I	F	T
Stop	Investigate the source	Find better coverage	Trace claims, quotes and media to the original context
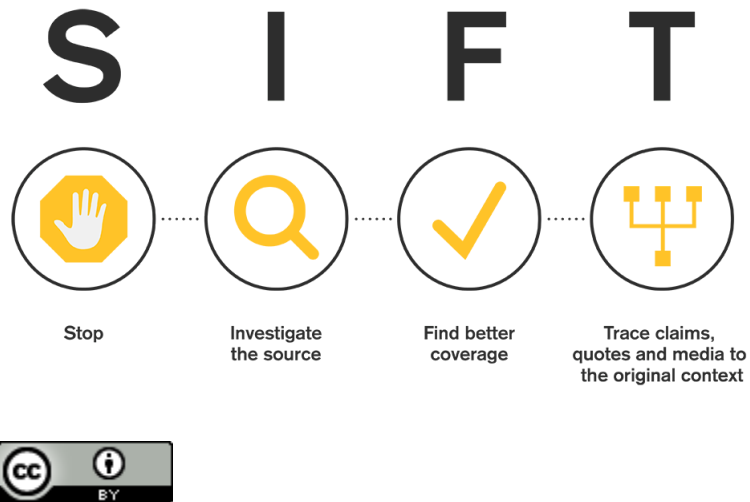
- **Digital Citizenship / Technological Ethics Course** (Required Course - list of major units/themes below)
    - ○ What is media and its purpose
    - ○ How do advertising and marketing agendas affect our social media skills
    - ○ History of social media and its effects on our lives - socially, emotionally, and academically
        - ■ Addiction to social media
        - ■ Health risks
    - ○ Positive digital footprint
    - ○ Cyberbullying
    - ○ Balance technology
    - ○ Fake News vs Real News
        - ■ How to evaluate the internet and social media platforms, posts, profiles
        - ■ Credible vs non credible sites, profiles, etc
        - ■ How to decipher real vs fake photos and videos
        - ■ Clickbait
        - ■ Scams - email, social media, text messages
    - ○ Online Safety
    - ○ ** New unit on AI
        - ■ Safety

Rev. 2-6-24

- ■ Acceptable Use
- ■ Intent
- ■ Topics TBD (and will change regularly as technology evolves)

Appendix

Student Contract for the Acceptable Use of Artificial Intelligence

In keeping with the *Vision Statement for Learning,* unless explicitly limited or prohibited by a specific instructor, middle and high school students may use assistive, adaptive, and artificial tools (defined below) when the intent is to seek knowledge and work toward personal academic growth. Proper disclosure and citation of the adaptive and artificial tools used and a description of the manner in which they were consulted is required in order to preserve academic integrity. The use of adaptive and artificial tools with the intent to deceive, cheat, plagiarize, or falsely promote work as one's own is prohibited. In situations where the citation and disclosure of adaptive (when required) and artificial tools are not provided to the instructor, it will be assumed that the final product was created free of adaptive or artificial tools. Holding each other accountable for the common good of our academic experience is also part of this policy, so it is essential that if one witnesses cheating, deception, or inappropriate use, he/she is encouraged to anonymously report the student to the Honor Council.

Definitions of Tools:

Assistive Tools: These tools act to assist writers in improving their writing, and they include items such as (but not limited to): spell check, grammar check, dictionaries, thesauruses, autocomplete, autocorrect, handbooks, and style guides. These tools do not make suggestions beyond a word or phrase. Disclosure of these tools is not required.

Adaptive Tools: These tools adapt student writing and thoughts and provide help that may alter writing and ideas beyond words and phrases, and they include items such as (but not limited to): peer review, parent review, Grammarly, and mybib.com*. When these adaptations exceed suggestions longer than a word or phrase, such as rewriting entire sentences, these tools *may be required* to be disclosed by the instructor.

Artificial Tools: These tools generate "original" content and can make suggestions beyond basic grammar, and they include items such as (but not limited to): ChatGPT, Bard, Dall-E, and other "AI" large language models. Use of these tools, and subsequent usage logs, must be disclosed to the instructor *in all cases* using the proper citation format required by the course instructor. Manipulation or editing of logs, failure to disclose logs, or failure to preserve logs is a violation of the acceptable AI use policy. Individual instructors or departments reserve the right to allow or prohibit these tools at any time.

I agree with the acceptable use policy above, and I understand that misuse of AI or other related technologies will result in referral to the Honor Council, which will make recommendations to the school principal for disciplinary measures appropriate to the violation.

Student Name: _____

Student Signature: _____

Date: _____

Rev. 2-6-24

McDonell Area Catholic Schools Honor Council Application

Name: _____   **Grade Level**: _____

Email Address (print clearly): _____

Have you had a past offense with the honor council? _____ Yes* _____ No
   *Answering "yes" is not a qualifier for immediate disqualification. Please discuss your offense and
   subsequent growth in your application letter.

Requirements for application:

1) You will need one teacher to complete the attached recommendation form. Please ask them personally (do not just leave it on their desk!) and politely. Be sure to put your name on the form before you give it to them.

2) You will need one community member (or a second teacher if you do not participate in activities outside of school) to fill out a second referral form. The reference cannot be a family member. Examples may include a: coach, scout leader, 4H leader, or pastor.

3) You must write a half page to one page statement that explores your dedication to academic integrity, the pursuit of knowledge, and your desire to be a positive force in helping those who have faltered in their honesty and academic integrity to learn from their mistakes. Please attach your printed letter to your application.

Please read and sign the statement on the opposite side of this page:

Rev. 2-6-24

I pledge, as a member of the Honor Council to live by the following traits:

1. Impartiality: I will approach each case with fairness and objectivity, ensuring that all parties involved have an equal opportunity to present their perspectives. I will rule based on the facts and not a personal opinion of the case or the student. If I cannot be impartial in a certain case, I will recuse myself from the individual case.
2. Integrity: I will show a track record of honesty and trustworthiness. I will continue to exhibit a dedication to ethical conduct in and out of the classroom.
3. Confidentiality: I will maintain strict confidentiality before and after a case is heard to preserve integrity. At no point will I discuss the case outside of the hearing, including with other members.
4. Knowledge of the Policies and Procedures of the Council: I will be well-versed in the vision statements developed by the AI Committee, and I will be expected to know and understand the acceptable AI use policy and its nuance.
5. Leadership: I will be a leader in the school and maintain a positive presence by living a virtuous life. I will strive to foster a culture of academic integrity and ethical behavior.
6. Collaborative Participation: I am willing and able to work collaboratively with the other members of the Council and its supervisor.
7. Educational Approach: I am willing and able to help those brought before the panel understand their wrong doing and help him/her learn from their breach of academic integrity to make more prudent decisions in the future.

_____   _____
Student Signature   Date

I support my son/daughter's plan to be a member of the Honor Council for the McDonell Area Catholic Schools.

_____   _____
Parent Signature   Date

Please return this in an envelope marked "Honor Council" to:
Mr. Baierl or the school office
by <mark>DATE</mark>
NO LATE APPLICATIONS WILL BE ACCEPTED.

Rev. 2-6-24

Honor Council Letter of Recommendation

> **Please be honest in your evaluation.**
> **Please return the form to the office in an envelope - NOT to the student. Thank You!**

Student Name: _____

I have dealt with this student in the following capacity:
(Class, co-curricular, etc. & length of time)

_____

_____

I rank this student's ability/skill in the following areas as:

Excellent   Poor   Comment, if necessary

5	4	3	2	1		
5	4	3	2	1		Ability to communicate with peers
5	4	3	2	1		Ability to make impartial and informed decisions
5	4	3	2	1		Level of academic integrity
5	4	3	2	1		Ability to keep information confidential
5	4	3	2	1		Willingness to learn and follow rules
5	4	3	2	1		Leadership skills
5	4	3	2	1		Ability to collaborate with others on a team
5	4	3	2	1		Ability to counsel with compassion
5	4	3	2	1		Level of dependability/responsibility
5	4	3	2	1		Commitment to academics and learning
5	4	3	2	1		Overall recommendation for this student

Other comments:

_____
Reference's Name (Print)

_____   _____
Reference's Signature   Date

Rev. 2-6-24

AI: AN INFORMATIVE ASSISTANT

So... Can I use AI?

- Ask your teacher
- Cite the AI generator
- Document HOW you used it
- Share your chat log

Intent is everything!

I'm using AI to make me a better:
- Critical thinker
- Creator
- Collaborator

What could possibly go wrong?

Evaluate:
- Verify if the information is factual
  - Is the same information available elsewhere?
- Demand citations
  - Verify the reliability of its sources

Explain how you used the AI
I used the AI bot to:

GIVE ME SUGGESTIONS FOR...

Proofread

Review for a test

Help me think through...

Brainstorm

Ask not what AI can do **for** you...
Ask what AI can **HELP you to do!**

*** Protect the Integrity of Your Work ***
Cite <u>adaptive</u> and <u>artificial</u> sources!

Think "Grammarly"   Think "ChatGPT"

AI Style Guides
- [Chicago Style Guide](#)
- [MLA Style Guide](#)
- [APA Style Guide](#)

Resources:

- [Quick Start Guide for Integrating Generative AI Into Schools](#) (Lightspeed Systems)
  - See "Additional Resources" at the bottom
- [SETTING CONDITIONS FOR SUCCESS: Creating Effective Responsible Use Policies for Schools](#) (ISTE)
- [We Need a New Word for 'Plagiarism'](#) (NYTimes)
- [AI Literacy Lesson Collection](#) (lessons)
- [ChatGPT and Beyond: How to Handle AI in Schools](#) (article)
- [Free Learning Resources to Explore and Use ChatGPT and AI](#) (article)
- [Transforming Education with AI: What Educators Need to Know](#) (recorded webinar)
- [Bringing AI Literacy Lessons to Life](#) (recorded webinar)
- *** [Liberal Arts Artificial Intelligence Policy](#)
  - [Artificial Intelligence Institutional Statement](#)
- [Rhodes College: The Rhodes Honor System](#)
- [Rhodes College: Honor Council Constitution](#)
- [State of North Carolina Guidelines](#)
- [University of Notre Dame: Statement on Generative AI and Academic Integrity (May 2023)](#)
- [University of Notre Dame: Generative AI Policy for Students (August 2023)](#)
- [University of Notre Dame: AI Recommendations for Instructors](#)
- [Georgetown University: How to Report a Case](#)
- [Georgetown University Honor Council](#)
- [SIFT](#)
- [SIFT with videos](#)