



ISA Science City Policy for the Responsible and Ethical Use of *Artificial Intelligence (AI)*

“The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must also master the technical components of academic integrity, which includes learning how to correctly reference and ethically use information, opinions and artificial intelligence (AI) tools” (IB Academic Integrity - guidance on the use of Artificial Intelligence Tools, March 2023).

Definition

Artificial intelligence (AI) is the predictive output of human intelligence generated by machines. It uses computer algorithms, massive data sets, and decision-making processes to perform specialized tasks. AI will continue to improve its ability to process large amounts of data, recognize patterns, and make judgments or predictions toward continuous evolution. These technologies have been applied in numerous fields, such as healthcare, finance, automotive, entertainment, and customer service, transforming industries and creating new possibilities.

**Assistive AI* makes suggestions, corrections, and improvements to content you’ve authored yourself.

**Generative AI* creates content for the user based on prompts. All content originally created by an AI, even if altered afterwards is considered generative AI.

Purpose

Engaging with and learning about AI is essential for the development of responsible digital citizens. The purpose of this policy is to enable students, teachers, and leaders to improve their learning through the responsible use of AI, develop AI literacy and expertise, and critically evaluate AI outputs. This involves understanding the ethical implications of AI, distinguishing between

original thoughts and AI-generated suggestions, and using transparency statements and citations to disclose AI involvement in all learning tasks. This process ensures that students, teachers, leaders, and parents engage in regular, meaningful dialogue about AI's role in education, fostering an AI ethical culture and continuous learning.

ISA Science City recognizes the importance of staying up to date with AI's potential as a tool for education without sacrificing student's cognitive liberty. We acknowledge AI literacy as an important and evolving component of a student's learning journey. To that end, this policy aims to identify the responsible and ethical use of AI while providing the guidelines necessary to ensure we abide by our ISA Science City Academic Integrity Policy and uphold our commitment to upholding IB guidelines. The following policy is primarily for staff and secondary school students as the vast majority of AI tools have a legal age limit over the age of primary students.

Recent AI guidelines across the education system state that students can use AI, but only with teacher permission. The intent of these policies were to prevent students from using AI to easily plagiarize academic work or take unfair advantages. While that remains a concern, this approach limited—if not prohibited—many legitimate benefits that AI creates. Consider three short case studies:

- Under that policy, if a student uses AI without a teacher's permission to research an assigned academic topic and find primary sources, they would be committing academic dishonesty, even though they could do the same thing using Google Scholar or an academic database such as EBSCO.
- A student who was struggling to complete an assignment at home and who asked AI to describe a topic in an easier to understand way could be committing an academic ethics violation, even though they could find the same help from a knowledgeable parent, Khan Academy, or another teacher's YouTube video without question.
- A student who used AI without permission to identify grammatical mistakes in an essay may be academically dishonest even though a student could seek help from a parent, a paid tutor, or asking a teacher.

In order to embrace the full potential of utilizing AI we aim to achieve AI literate citizens with an emphasis on making sure students have equitable access to these resources that will help in leveling the academic playing field, it is recommended that some level of AI is always acceptable unless specifically prohibited. This change requires clarity and instruction for students and faculty, particularly about how to identify the line between assistive and generative AI. To help with that, ISA

Science City has identified levels of AI usage that encourage transparency and will help students to be aware of how they are using the tools and why. In the list below.

AI Literacy Vital for All Users

As AI continues to redefine how we learn and work, it is important that all students, faculty and staff are especially open to and seek out AI literacy. Digital Promise, a global academic non-profit organization, defines AI literacy as “the knowledge and skills that enable humans to critically understand, use, and evaluate AI systems and tools to safely and ethically participate in an increasingly digital world” (Digital Promise). While AI tools are new and evolving and there is much to learn and define, users should be aware of how AI is trained, mindful of potential bias, cautious of false or “hallucinated” responses, advocate for AI transparency and equitable access, and protect their own and other’s data while using it. As AI is a relatively new field countries across the world are struggling regulate this industry in a way that protects users. Due to this discrepancy students and staff are trained in AI safety and awareness skills. Teachers talking to students about AI literacy as they use the tools is an important first step to learning together.

School Practices

ISA Science City will:

- Support teachers in acquiring and honing the skills necessary to use AI tools for both educational and operational purposes.
- Clarify the expectations of using AI tools to various stakeholders via handbooks, published procedures, etc.
- Standardize assessment practices within their teams to ensure consistent use of AI across classes and align with the ISA Science City Assessment Policy as well as the ISA Science City Academic Integrity Policy.
- Ensure the use of AI supports and enhances curriculum goals.
- Cultivate an AI-ethical culture by engaging in discussions and modeling the transparent use of:

AI effective practices concerning bias, privacy, transparency, and the impact of AI on learning.

- Actively promote the ongoing education of their team(s) in their continued professional learning of AI tools and their use.
- Facilitate and support professional learning opportunities for staff to enhance their understanding of artificial intelligence in educational settings.
- Encourage collaboration among teachers, administrative staff, and IT to share practices and insights on effective use of AI.
- Maintain open lines of communication and engage in dialogue with parents, students, and staff about the role of AI in education.

Teacher Responsibilities:

ISA Science City encourages faculty to familiarize themselves with generative AI tools and leverage them when appropriate to nurture critical thinking, creativity, productivity, and innovation. Departmental or subject-specific procedures pertaining to the integrity of specific academic processes will take precedence over individual faculty usage. Which will be created in coordination with subject departments in the case of specific needs; i.e. Design.

Approved Faculty AI Tools

Due to the risk of sharing personal information, faculty must only use the school-sanctioned AI tools when it involves student, family, school data, or any other personally identifiable information. This includes but is not limited to, giving feedback on assignments, family communication, and internal Academy-wide document analysis. It is acceptable for faculty to use non-sanctioned AI tools that don't include personally identifiable information, such as rubric creation, lesson planning, project-based learning ideas, trip planning, etc. *Acceptable Use Scale and Mitigating Bias*

Teachers utilizing AI on assignments will use the "AI Acceptable Use Scale" to communicate the degree to which AI can be used on assignments. In coordination, teachers utilizing AI on assignments should educate students on the potential biases, limitations, and ethical considerations associated with AI technologies, as well as how to critically evaluate AI-generated information before its use on a designated assignment. *Deepfakes*

ISA Science City faculty are prohibited from creating Deepfake content. Teachers should use discretion when creating Deepfake content for academic purposes.

Professional Development: ISA Science City will provide ongoing training for teachers and administrators on recognizing deepfake content, understanding its impact, and responding effectively to incidents.

Mental Health Support: ISA Science city will ensure that the school's leadership and well-being teams are equipped to handle deepfake situations with sensitivity and consistency.

Grading and Feedback

ISA Science City values the importance of personalized and comprehensive feedback as it pertains to a student's mastery of learning. To that end, faculty may use AI tools to enhance their feedback to students but should not allow the AI tools to author the student's final grade on an assignment. Faculty have access to use school-endorsed tools that can be found in the ISA Science City AI Policy-User Guide. In addition, all employees working within school boundaries should never upload any type of PII (personally identifiable information) for students, teachers, or the school into an AI platform.

Teachers will be expected to:

- Critically utilize AI as a tool to improve learning.
- Develop appropriate skills and practice in relation to this identified potential to enhance learning.
- Educate and model when and how to use AI tools ethically and responsibly through appropriate use.
- Explicitly teach and model the processes students are required to follow so that academic integrity can be maintained, and work submitted both internally and to external organizations can be authenticated as being that of the student.
- Configure programs of study that allow them to observe the learning and production processes the students engage in.
- Set clear expectations with students about the acceptable level of AI use for each learning task by utilizing the [ISA Science City Level of Usage guide](#).
- Prioritize the safety and well-being of students when engaging with AI tools.
- Collaborate and align assignment expectations with their grade level team or department around the use of AI.
- Demonstrate to students how to notice biased AI responses and use AI to create content that is free of bias or stereotypes.
- Utilize and educate students on the use of [transparency logos](#), [transparency statements](#), [transparency statement forms](#), and citations on work that has been generated or assisted by AI.

- Ensure their students meet the age requirements for use of individual AI platforms.
- Continuously update their knowledge and skills regarding AI tools, pedagogical implications, and practices.
- Ensure accuracy, critically evaluate, and assume full responsibility for all Generative and Assistive AI content.
- Communicate with parents without the use of Generative AI content, to ensure personal, accurate, and meaningful interactions.
- Use Turnitin for every written assignment submitted electronically; as it is built into ManageBac.

Student Responsibilities:

Students should be transparent about when and how they use any generative AI tool to support their learning. If students use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.

Use AI Responsibly

1. Learning to leverage AI effectively and ethically is a new skill required of modern literacy.

Students should identify any writing, text, or media generated by AI, and are responsible for verifying the accuracy of the generated content. Failure to acknowledge the AI-generated contributions will be treated as a violation of the ISA Science City Academic Integrity Policy.

Personal or confidential information must never be entered into AI tools (using your name and school email to sign up for an AI tool is acceptable, but never give information like a street address, identification numbers, etc. into an AI prompt). Your teachers will describe if/how they would like you to use AI for a given assignment by referring to the [ISA Science City Level of Usage](#). If you are uncertain if the use of AI is acceptable, ask your teacher first. Students will follow the school guidelines on approved AI tools that are allowed to be used. Students will also have a voice in the regular review of this list.

Ethical use of AI

Students are expected to act ethically in the use and application of AI. They should not use AI in harmful, discriminatory, or misleading acts or processes. Since AI results may include hallucinations (errors), users are expected to verify content elsewhere so that false information is not spread. Teachers and students should acknowledge, attribute or cite AI when used in any aspect of teaching and learning. Use these guidelines when citing how you used AI: [MLA](#). **Again, the acceptable use of AI will be clearly outlined and determined by the teacher.**

Students will:

- Engage in processes committed to developing the school's approach to the use of AI tools.
- Abide by all guidance on the processes they are to use that will support the authentication of their work.
This may include using the [Level of Usage –Form](#) that is submitted along with student coursework and projects.
- Share their understanding of AI tools with their teachers and other ISASC community members, assisting with the identification of appropriate learning opportunities.
- Use Artificial Intelligence responsibly to enhance learning
- Develop AI-literacy and expertise through ethical AI engagement
- Engage in critical evaluation of AI outputs and distinguish between their original thoughts and generated suggestions
- Understand the ethical implications of AI and understand that it is used responsibly
- Use transparency statements and/or citations to clearly disclose any use of AI tools in all academic submissions detailing the extent and nature of AI involvement
- Check for clarity from teachers in regard to the use of AI for learning and assessment tasks
- Follow the ISA Data and Privacy policies
- Follow the ISA Science City Academic Integrity Policy.
- Follow the terms and conditions including age requirements for the AI tools they utilize
- Abide by the guidelines of ISA Science City's list of approved AI tools provided in the ISA Science City AI Policy- User Guide.

Parent Responsibilities:

- Understand the ISA Science City guidelines and policies in the use of AI tools in education.
- Ensure their child meets the age requirements for use of individual AI platforms.
- Engage in discussions with their children about the responsible use of AI and its implications on society.
- Engage in open communication and dialogue with the school about the role of AI in their children's education, including concerns or observations about its impact.

Appendix A - Guidance on Student Work Verification

Processes

In order that students are prepared to meet the rigorous authentication processes required by both the IB and in alignment with our own values around academic integrity, students will be expected to abide by the basic work process outlined below:

- Students should be transparent about when and how they use any generative AI tool to support their learning. If students use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- When working independently - e.g. at home or at any time when working on any Assessment task (inschool essay/ project, Extended Essay, IAs, etc.) - all preparatory and final work must be completed in a Microsoft Office document that has “track changes” on from the inception of the document and will be made fully accessible to the teacher upon request. On the other hand, for guaranteed visibility teachers can create the Word document themselves and share editing privileges with the students with the acknowledgement that all work not created on these documents cannot be validated and will be subject to a strict review process.
- Preparatory work that cannot be captured directly in the working document as it develops, might be helped by the addition of teacher guidance and supervision, sketchbooks, photos and other ways of capturing their development etc. Noticeable changes in style and tone could lead to a request for further verification.
- Students should at all times be able to explain to their teacher the development of their work throughout the creation process.
- Final products may be subject to an oral examination as part of the authentication process.

The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

- Any failure to follow the guidelines above may result in work not being authenticated and, therefore, not being graded if in-school or not being submitted to the relevant external authority. Students may also be subject to school procedures relating to academic malpractice if this is also suspected

Teachers may use a range of tools to authenticate work, including but not limited to the following:

- Turnitin - to identify plagiarized material.
- Microsoft Office documents' version history - to see and understand the creation process.
- Interviews with the student.
- Random spot checking in projects, etc.
- AI detectors - to assess the probability of any material in a final product being

At the beginning of each semester teacher's should have each student complete an in-class by hand writing assignment in order to have evidence of a students genuine ability. As well, as being available to be used as evidence of student ability in the case of academic dishonesty is suspected.

All ISA Science City staff **must** use Turnitin for every digital assignment that is assigned to students. For nondigital assignments teachers must implement a documentation process that can show the students work from creation to completion in order to document authenticity.

In accordance with following the ISA Science City Academic Integrity Policy below are the percentage guidelines for infraction levels.

Tier 1 infraction is 15% - 24% on plagiarism detection (Turnitin) or 10% - 14% for AI detection.

Tier 2 infraction is 25% - 29% on plagiarism detection (Turnitin) or 15% - 19% for AI detection.

Tier 3 infraction is 30% and above on plagiarism detection (Turnitin) or 20% and above for AI detection.

Balance of probabilities approach

"Balance of probability" means that the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct where evidence beyond reasonable doubt is not available.

As per the IB Academic Integrity policy (2019), where student's work is suspected to have been wholly, or beyond reasonable expectation, generated by AI thereby circumventing the progressive construction process, the balance of probabilities approach will be used to determine whether the submission will be accepted or whether a penalty will be incurred due to suspected academic misconduct.