

Disclosure Policy

At BLMHS, the objectives of disclosure policies regarding the use of generative AI (genAI) include, but are not limited to:

- Ensuring clarity and openness in who uses genAI technologies within the school, as well as how/ when/ why they use them.
- Fostering an informed community (i.e. students, teachers, administrators, parents, etc.) that is engaged and aware of the ethical implications and operational use of genAI.
- Upholding the integrity of BLMHS mission statement and our educational practices by being accountable for the technologies implemented at our school.

Scope of Use

Generative AI technologies may be used in various educational contexts, including but not limited to:

- **Personalized Learning:** GenAI can be used to tailor educational experiences to individual student needs, offering personalized assignments, feedback, and study materials.
- **Creative Projects:** Students may use AI tools to enhance their creative work in areas like writing, music composition, art creation, and digital media production.
- **Research Assistance:** GenAI can assist students in generating ideas, brainstorming solutions, and refining research materials.
- **Administrative Support:** AI tools may assist staff in organizing and managing data, improving communication, and enhancing learning resources.

Benefits of Generative AI Use

When implementing GenAI in the classroom, some benefits might include, but are not limited to:

- **Enhanced Learning Experiences:** Students and educators can access advanced tools for interactive learning, personalized educational content, and dynamic feedback mechanisms.
- **Creativity Boost:** AI-generated content can help students overcome creative blocks, allowing them to explore new ideas and improve the quality of their projects. Note: The use of GenAI should serve as a form of brainstorming; a launch pad into the rest of the assignment that they are expected to complete with their own knowledge and skill.
- **Efficiency and Support:** AI tools can automate administrative tasks, streamline communications, and facilitate more efficient use of time for both students and staff.
- **Skill Development:** Exposure to GenAI furthers critical thinking, problem-solving, and digital literacy skills by allowing students to engage with the material electronically and intrinsically (i.e. their own mastery of the content). Possessing a

balance between digital and written literacy is an essential academic and professional skill in today's climate.

Potential Risks and Ethical Considerations:

While the use of Generative AI offers numerous benefits, it is important to acknowledge and address potential risks:

- **Misinformation and Inaccuracy:** AI-generated content may contain errors or biased information. It is crucial for students and staff to verify any AI-produced material and ensure it meets academic standards.
- **Dependence on Technology:** Over-reliance on AI tools may hinder the development of critical thinking, problem-solving, and independent learning skills. Students are encouraged to use AI as a supplement to, not a replacement for, their own efforts.
- **Ethical Concerns:** The generation of content by AI tools may raise concerns about authorship, originality, and fairness. Students should avoid using AI to cheat or plagiarize, and all work generated through AI should be properly attributed where applicable.
- **Privacy and Data Security:** The use of AI tools involves processing and analyzing data. The school is committed to safeguarding student privacy and ensuring that any personal data collected through AI platforms complies with privacy laws and school policies.

Guidelines for Responsible Use and Consequences:

All members of the BLMHS community are expected to adhere to the following guidelines when using GenAI. Logical consequences will be applied accordingly based on the individual inappropriately using GenAI (i.e. teacher, administrator, student, etc.).

- **Academic Integrity:** Students are expected to use Generative AI in accordance with the school's academic integrity policy. AI-generated work should be used ethically and in compliance with plagiarism and copyright rules.
- **Supervision and Guidance:** Use of AI tools will be monitored by faculty and staff to ensure appropriate usage. Students should seek guidance from teachers when unsure about the ethical implications of using AI in their work.
- **Respect for Privacy:** Students and staff should ensure that they do not input sensitive personal information or proprietary data into any AI systems. Personal data and other confidential materials must remain secure and protected.
- **Transparency:** When AI tools are used in creating content (e.g., essays, images, or music), students must clearly disclose the role of AI in their work, including how the AI was utilized in the creation process.
- **Consequences:** Consequences for inappropriate use of GenAI among teachers, administrators, and other school staff are outlined in the Faculty Handbook. Should a student inappropriately use GenAI, they can expect to face the following consequences depending on the situation:

- Suspension
- Expulsion
- Failure of course for that quarter, which could result in summer school depending on their average at the time of the incident.
- Mandatory attendance on "Safety and AI" course
- Revoked scholarship

Ethical Consent Statement

Our school's mission is "Loughlin students, faculty and staff are committed to an inclusive community that respects diversity in its many forms. Loughlin fosters academic success, builds character, develops future leaders, and nurtures the student's personal relationship with God through a challenging curriculum and engaging learning opportunities." As such, we are committed to building the character of all students at Bishop Loughlin, which entails responsible and ethical use of Artificial Intelligence.

Use of Artificial Intelligence can be used in the classroom for a litany of reasons, including, but not limited to: historical or scientific research for a class project, help verifying the rationale behind a math problem, investigating issues of the class curriculum in a more curiosity driven lesson, and reviewing the material of a piece of literature already read in class or at home. In each of these scenarios, AI is used as a supplement to, but not a replacement for traditional learning in a classroom setting which emphasizes creative and critical thinking, writing skills, and intelligence driven development.

But that can only happen when we ensure that students and their families are informed about the AI technologies that we ask students to employ. Therefore, we offer explanations of the (1) functionalities, (2) data privacy practices, and (3) educational applications of the AI technologies we employ. You can find the latest version of those explanations below.

AI tool	Functionalities	Data Privacy Practices	Educational applications
Google	Internet search, learning management system, etc.	Strong. Google Education products are privacy-first. Read more here.	Students use Google Classroom to access all of their coursework. Google search engine provides AI summaries to almost all searches,

			which may be used to find additional sources.
ChatGPT by OpenAI	Generative AI, for use by teachers and students over the age of 13. *No student under the age of 13 may use ChatGPT.	Weak. Never enter anyone's personally identifiable information. You <u>must</u> toggle "off" the option to "Improve the model for everyone." <u>Read more here.</u>	Teachers may sometimes allow students to use ChatGPT for assignments focused on research in order to find sources, or in order to help review material.
Grammarly for Education	Grammarly is an AI-powered writing assistant.	Strong. The <u>school retains control over data privacy</u> and does not share any student information. Read more <u>here</u> and <u>here</u> .	Students have access to Grammarly to help with writing instruction in order to understand the needed edits to make to student writing. Also helps with vocabulary and syntax.