

# Academy of Richmond County

## Artificial Intelligence (AI) Usage Policy

*International Baccalaureate Diploma Programme (DP) and Career-related Programme (CP)*

### Introduction

Artificial intelligence (AI) tools are now a routine part of how information is found, drafted, and refined, and IB students will encounter them throughout their academic and professional lives. Rather than treating AI as a threat to be banned outright, the Academy of Richmond County (ARC) follows the International Baccalaureate's position that AI is a technology students must learn to use critically, ethically, and transparently, in the same way earlier generations learned to use calculators, spell-checkers, and translation software responsibly.

This policy explains what the IB expects of World Schools regarding AI, what counts as appropriate and inappropriate use at ARC, how AI must be cited when used, the benefits and risks of AI-assisted work, and the consequences for misuse. It is written for the IB Diploma and Career-related Programmes but is designed to be adopted school-wide.

### Official IB Position on Artificial Intelligence

The IB has stated that it will not ban the use of AI tools such as ChatGPT, reasoning that an outright ban is an ineffective response to a widely available technology. Instead, the IB requires that any use of AI remain consistent with its Academic Integrity policy, and it has added a dedicated appendix, "Guidance on the use of artificial intelligence tools," to that policy to help schools support students in using these tools ethically.

Two principles from IB guidance anchor this policy:

- Work generated by an AI tool, even in part, is not considered to be entirely the student's own work. Where AI-generated content contributes to an assessment, it must be acknowledged in the body of the text and referenced in the bibliography, in the same way a quotation or paraphrase from any other source would be.
- The determining question for teachers and students is not whether AI was used, but why: did the student use AI to support their own learning and thinking, or did the student use AI to represent work as their own that they did not actually produce or understand? The former is generally acceptable; the latter is academic malpractice.

Following IB guidance that schools benefit from separating AI-specific guidance from general academic honesty rules, ARC maintains this policy as a standalone document. It should be read alongside, and does not replace, the ARC Academic Integrity Policy, which continues to govern plagiarism, collusion, and other forms of malpractice.

### Definitions

- **Artificial Intelligence (AI):** Computer systems capable of performing tasks that historically required human reasoning, judgment, or creativity, including generating text, images, code, or other content.
- **Generative AI:** A category of AI tool (e.g., ChatGPT, Gemini, Claude, image generators) that produces new content in response to a prompt.
- **AI-Generated Content:** Any text, image, code, data, or other material produced wholly or partly by an AI tool.
- **Human Review:** The process by which a student personally reads, verifies, edits, and takes ownership of any AI-assisted output before submitting it as part of their own work.

- **Unsanctioned AI Use:** Use of AI tools in a way that has not been authorized by a teacher for a given task, or that misrepresents AI-generated content as a student's own original work.

## Appropriate Uses of AI

With teacher guidance and proper citation, students may generally use AI to:

- Brainstorm topics, angles, or research questions before independent research and writing.
- Clarify a concept, ask follow-up questions, or receive an explanation of unfamiliar material in the way a tutor might explain it.
- Organize notes, create study guides, or generate practice questions to review material the student has already learned.
- Check grammar, spelling, or sentence-level clarity in a draft the student has already written, when the assignment does not specifically prohibit this.
- Generate ideas for structure or counter-arguments that the student then researches, evaluates, and writes independently.
- Support accessibility needs, such as text-to-speech, translation for comprehension, or organizing accommodations already approved for the student.

Teachers retain full discretion to permit, limit, or prohibit AI use for a specific assignment, and students must follow the specific instructions given for that task even where this policy would otherwise allow broader use.

## Inappropriate Uses of AI

The following uses of AI are not acceptable at ARC, in any IB course, unless a teacher has explicitly authorized a specific exception in writing:

- Submitting AI-generated text, code, images, or other content as one's own original work, in whole or in part, without disclosure and citation.
- Using AI to complete a reflection, journal entry, or personal response assignment that is meant to represent the student's own thinking or experience.
- Using AI to generate answers during a test, quiz, or other assessment where outside assistance is not permitted.
- Using AI to translate an assignment from one language into another when the assignment is meant to demonstrate the student's own proficiency in that language, including all IB language acquisition coursework.
- Using AI to revise a draft while incorporating that feedback unchanged, in place of teacher feedback, on an assignment where teacher feedback is the expected process.
- Using AI to fabricate data, sources, or citations, or to generate content designed to evade AI-detection or plagiarism-detection software.
- Using AI on any official IB submission (Extended Essay, Internal Assessments, Reflective Project, TOK/PPS materials, CAS or CE reflections) in any way that is not explicitly permitted under IB subject guide rules for that component.

## Benefits of AI Use in Learning

When used with human review, AI tools can offer real advantages consistent with the IB Learner Profile and Approaches to Learning skills:

- Immediate, individualized support for understanding difficult concepts, similar to a tutor.

- Opportunities to practice critical thinking by evaluating, correcting, and questioning AI output rather than accepting it uncritically.
- Exposure to varied perspectives and counter-arguments that can strengthen a student's own analysis.
- Efficiency gains for lower-stakes tasks such as organizing notes or generating study aids, freeing time for deeper engagement with higher-order work.
- Accessibility support for students with documented learning needs.

## Risks of Using AI Without Human Review

AI tools can produce output that is fluent and confident-sounding while being inaccurate, biased, or entirely fabricated. Submitting or relying on AI output without careful human review carries real risks:

- Factual errors and fabricated sources or citations ("hallucinations") that a student may not recognize as false.
- Built-in bias in AI training data that can distort analysis of historical, cultural, or scientific topics if accepted uncritically.
- Loss of the skill-building that assignments are designed to produce, since a student who outsources thinking does not develop the underlying competency the assessment is meant to measure.
- Academic integrity violations and their consequences, including the possibility of dismissal from the IB Programme.
- For official IB submissions specifically, invalidation of the work and potential loss of course credit, since the IB requires teachers to authenticate that submitted work is the student's own.
- Data privacy concerns, since some AI tools retain submitted text; students should not enter personally identifiable or sensitive information into AI tools.

## Citing AI in Student Work

Any AI-generated content that contributes to an assignment, even if only in part, must be disclosed and cited. This mirrors the treatment of any other source under the ARC Academic Integrity Policy.

- **In-text acknowledgment:** The student must make clear, at the point of use, which parts of the work drew on an AI tool (for example, a footnote or a bracketed note identifying the AI-assisted portion).
- **Bibliography entry:** The AI tool must be listed as a source, including the tool name, developer, version or date, and a brief description of what it was used for. A commonly used MLA-style format is:  
*Tool Name. "Description of prompt or task." Version, Developer, Date of use, URL.*
- **Example:** ChatGPT. "Brainstormed counter-arguments for IB History IA." GPT-4, OpenAI, 3 Aug. 2026, chat.openai.com.

Students should follow whichever citation style (MLA, APA, etc.) their subject teacher requires, and should ask the teacher or IB Coordinator if uncertain how to cite a specific tool or use case.

## AI Detection

Teachers have discretion to select and use an AI-detection tool they judge appropriate when reviewing student work for authenticity, consistent with the understanding that AI-detection software identifies patterns rather than definitive proof and should inform, not replace, teacher judgment.

- The specific AI-detection tool used for a given review will be disclosed to the student and parent/guardian upon request.

- An AI-detection result alone is not treated as conclusive proof of misconduct; it is one factor considered alongside the teacher's own review of the work and, where appropriate, a conversation with the student through the Academic Resolution Meeting process described in the Academic Integrity Policy.

## **Consequences of Misuse**

Unsanctioned or undisclosed AI use is addressed under the same two-level structure used in the ARC Academic Integrity Policy for all academic malpractice.

### **Level One (Passive) Violations**

Examples include failing to disclose minor AI-assisted grammar or organizational help where disclosure was required, or using AI in a way not yet clarified by the teacher for a given task.

- First and Second Offense: The student is given the opportunity to redo the assignment. The teacher holds an Academic Resolution Meeting (ARM) with the student, notifies a parent/guardian and the IB Coordinator, and documents the contact and ARM in Infinite Campus.
- Third Offense: The student earns a zero. The IB Dean and Coordinator discuss the violation with the student and parents. Further offenses are treated as Level Two.

### **Level Two (Active) Violations**

Examples include submitting AI-generated work as one's own without disclosure, using AI during a restricted assessment, using AI to fabricate sources or data, or using AI to complete a personal reflection assignment.

- First and Second Offense: The student earns a zero and is placed on academic probation. Further Level Two violations during probation may result in immediate dismissal from the IB Programme.
- Third Offense: The student earns a zero. An Academic Ethics Team (Principal, IB Dean, IB Coordinator, a counselor, and at least two IB teachers) meets to determine disciplinary action, which may include dismissal from the IB Programme.

## **Official IB Submissions**

Unsanctioned AI use on an official IB submission, including the Extended Essay, Internal Assessments, Reflective Project, TOK/PPS materials, or CAS/CE reflections, is treated as an immediate Level Two Third Offense. This reflects the IB's own position that such work must be authenticated by the teacher as the student's own, and that AI-generated content in these submissions must follow IB subject guide rules or be excluded entirely. A confirmed violation on an official IB submission may also be reported to the IB in accordance with IB malpractice reporting requirements.

## **Roles and Responsibilities**

### **School Responsibilities**

- Maintain and periodically review this AI Usage Policy alongside the Academic Integrity Policy.
- Provide training for teachers and awareness sessions for students and parents on appropriate AI use, at Freshman Orientation and Open House.
- Support consistent, fair application of this policy across departments.

### **Teacher Responsibilities**

- Clearly state, for each assignment, whether and how AI may be used, and communicate this in writing (syllabus, assignment sheet, or learning platform).
- Model responsible AI use, including disclosing any AI assistance the teacher uses in preparing materials.

- Exercise discretion in selecting an AI-detection tool where needed, and disclose that tool to students and parents upon request.
- Address suspected violations through the Academic Resolution Meeting process, applying the consequences outlined above consistently.

### Student Responsibilities

- Follow assignment-specific instructions regarding AI use, even where this policy would otherwise permit broader use.
- Disclose and cite any AI-assisted content in accordance with this policy.
- Personally review, verify, and take ownership of any AI-assisted output before submitting it.
- Ask a teacher or the IB Coordinator when uncertain whether a specific use is permitted.

### Parent/Guardian Responsibilities

- Review and support this policy and the Academic Integrity Policy with their student.
- Discuss the appropriate and inappropriate uses of AI with their student, including the risks of unreviewed AI content.
- Contact the teacher or IB Coordinator with questions, including requests to know which AI-detection tool was used in a specific review.

### Policy Review Process

This AI Usage Policy is reviewed at least annually by the IB Coordinator, IB Dean, IB teachers, and school administration, with input from parents and students as appropriate, and is revised as needed in response to updates from the IB or changes in AI technology and best practice. It is published on the school website and made available in the IB Handbook.

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|------------------------------|--------------------------------------------------------------------------------------|
| <b>Policy Created</b>        | August 2026                                                                          |
| <b>Last Revised</b>          | August 2026                                                                          |
| <b>Last Reviewed</b>         | August 2026                                                                          |
| <b>Reviewed By</b>           | IB Coordinator, IB Dean, IB Teachers, School Administration                          |
| <b>Next Scheduled Review</b> | August 2027                                                                          |
| <b>Review Cycle</b>          | Annually, or as needed in response to IB policy updates or advances in AI technology |

### References

International Baccalaureate Organization. "Statement from the IB about ChatGPT and artificial intelligence in assessment and education." IBO, 2023.

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International Baccalaureate Organization. "Appendix 6: Guidance on the use of artificial intelligence tools." Academic Integrity Policy, IBO, 2023.

International Baccalaureate Organization. "Evaluating 13 Scenarios of Using Artificial Intelligence (AI) in Student Coursework." IBO, 2024.

Academy of Richmond County. "Academic Integrity Policy." Revised February 2026.

*Claude (Claude Sonnet 4.6). "Drafted structure, language, and citation guidance for the ARC IB Artificial Intelligence Usage Policy based on IB Academic Integrity Policy guidance and the school's existing Academic Integrity Policy." Anthropic, 3 Aug. 2026.*

MLA Style Center. "How Do I Cite Generative AI in MLA Style?" Modern Language Association, updated 13 Aug. 2025.

McAdoo, Timothy, et al. "Citing Generative AI in APA Style: Part 1—Reference Formats." APA Style Blog, American Psychological Association, 9 Sept. 2025.

# Appendix A

## How to Cite an AI Tool: MLA and APA Examples

Whichever style a subject teacher requires, the same underlying principle applies: name the AI tool and its developer, give the date the content was generated, and make clear in the body of the work which part came from the AI. Never cite an AI tool as the author of your work, and always verify any facts, sources, or citations the AI provides, since AI tools can fabricate sources that do not exist.

### MLA Style (9th edition, per MLA Style Center guidance)

MLA treats the AI tool as a source with no individual author. Skip the author element and begin instead with a description of the prompt used, followed by the tool, version, publisher, date, and location.

#### Works Cited template:

*"The prompt you used"* prompt. AI Tool, Version, Publisher, Day Month Year of prompt, URL.

#### Works Cited example:

*"Brainstormed counter-arguments for an IB History Internal Assessment on the causes of World War I"* prompt. ChatGPT, GPT-4o, OpenAI, 3 Aug. 2026, chatgpt.com/.

#### In-text example:

One counter-argument worth considering is that alliance structures alone cannot explain the war's outbreak ("Brainstormed counter-arguments").

If the AI tool was used only for a functional task, such as checking grammar or translating for comprehension rather than generating content that appears in the work, MLA guidance allows a short acknowledgment in a note instead of a full Works Cited entry, for example: "Grammar and clarity of this draft were checked using Grammarly's AI assistant."

### APA Style (7th edition, per APA Style Blog guidance)

APA treats the AI developer as the author and the tool as the title. As of the APA Style Blog's September 2025 guidance, students should cite the specific chat when a shareable link is available, rather than citing the tool in general.

#### Reference List template:

AI Company. (Year). Tool name (Version) [Large language model]. URL

#### Reference List example:

OpenAI. (2026). ChatGPT (GPT-4o) [Large language model]. <https://chatgpt.com/>

#### In-text example:

I used ChatGPT (OpenAI, 2026) to brainstorm counter-arguments before writing my own analysis of the causes of World War I.

Where a shareable link to the specific chat is available, APA's current guidance is to cite that link in place of the tool's general URL, and to describe in the text what the AI generated and how it was used, similar to describing a method in a research paper.

### A Note on Chicago Style

Chicago style treats AI output as similar to a personal communication: it is cited in a footnote or endnote rather than in the bibliography, since the chat generally cannot be accessed by other readers. A typical note reads: "Text generated by ChatGPT, OpenAI, August 3, 2026, <https://chatgpt.com/>." If the student edited the AI-generated text before use, that should be noted as well.

Students should confirm with their subject teacher which citation style applies and should ask the teacher or IB Coordinator if a specific AI tool or use case is not covered by these examples.