



Mikisew Cree First Nation
Therese Tuccaro Secondary School
Artificial Intelligence Policy



Therese Tuccaro Secondary School Artificial Intelligence Policy & Guide

Appropriate Use of Artificial Intelligence and Avoidance of Plagiarism

Effective Date: 2025-08-11

Owned By: Billy-Joe Tuccaro, Chief

Approval: _____
Billy-Joe Tuccaro, Chief

Reviewed: 2025-08-08

Current approved documents are maintained online. Printed copies are uncontrolled.



SUMMARY OF CHANGES

This summary shows:

- All changes from last approved and published document
- The location within the document where the changes have been made

Location of Change	Summary of Change
Entire Document	Creation of document



Requirements changed in the new revision will be identified with a revision triangle beside it.

SUMMARY OF REVIEWERS

The following people were involved in the review of this Standard:

Name	Position
Chief and Counsel	BCR # 00461-702-2025-2026-02, signed off August 11, 2025
Kerri Ceretzke	MCFN Director of Education/Principal
Kanesa Shwetz	Teacher / Data Coordinator
Lawrence Courtoreille	Interim Chief Operating Officer
Yvonne Carothers	Virtual Administrator, Contractor



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1. ABOUT THIS DOCUMENT

1.1 PURPOSE

Mikisew Cree First Nation (MCFN) and Therese Tuccaro Secondary School (TTSS) wish to establish a clear policy on how students and staff should use artificial intelligence (AI) tools, to ensure they are used fairly, responsibly, and ethically.

This policy will promote academic integrity, play an important role in shaping the learning in TTSS classrooms, and prepare future generations with the necessary skills to harness AI potential, all while navigating and mitigating risks.

1.3 SCOPE

This policy outlines the standards for using Artificial Intelligence (AI), behavioral policies regarding AI-generated content and plagiarism, and a chart for guidance on appropriate use of AI for all TTSS students.

2. GUIDING PRINCIPLES

Mikisew Cree First Nation believes in preserving history and tradition while propelling progress. TTSS's goal is to provide quality and accessible education within our community. MCFN and TTSS also believe in ensuring youth have access to a supportive education environment to thrive.

3. INTEGRITY AND AVOIDANCE OF PLAGIARISM

Plagiarism is a serious offence in our academic community. While generative AI technologies can provide beneficial insights, it is important that the work students produce is reflective of their own understanding and knowledge.

Students must not represent AI-generated content as their own original work. Instead, it should serve as a tool to simulate their ideas and enrich their assignments, while upholding the values of honesty and integrity. Any breach of these rules will be dealt with in line with TTSS behavioral policies (see below, Section 5).



4. EMBRACING ORIGINALITY

Generative AI is a powerful tool for aiding learning but should not overshadow the importance of original thought. Students may use AI to help generate ideas and structure assignments, but the critical analysis, reasoning and argumentation should be demonstrably their own.

If using generative AI, students should aim to *enhance* their original contributions, not *replace* them. This ensures that all members of the school community, including teachers, support staff and students, use generative AI technologies ethically and responsibly. As we navigate the digital age, we reaffirm our commitment to uphold our core values and promote a culture that respects academic integrity and champions original thinking.

5. NON-COMPLIANCE / VIOLATION BEHAVIORAL STEPS

If a student is suspected of representing AI-generated content as their own original work, the steps below will be taken.

- 5.1 TTSS Staff use AI detection software on student's academic work.
- 5.2 The teacher will call the student with questions, based on the student's assignment.
- 5.3 If the student is unable to answer the questions in detail and with depth, they will be given the opportunity to re-do the assignment.
- 5.4 If the assignment is again suspected of being generated using AI, and the student is unable to answer questions from the teacher, the student will receive a grade of 0% on the assignment.
- 5.5 If the student is suspected a third time of using AI-generated content and is unable to answer questions regarding their written work, they will be expelled from the school for the remainder of the semester.

6. APPROPRIATE USE OF AI

As with any technology, AI can be used to support learning or it can be detrimental to the learning process. The chart below gives some suggestions for how AI might be used appropriately and some examples of inappropriate use. This list is not exhaustive given the nature of this rapidly advancing field. If an AI tool is used for assignments, students must cite the resource and include the relevant url.

It is the learning process in a student's studies that is important, so students should ask themselves whether the AI is helping with that process or if it is outsourcing the hard thinking. If in doubt, ask your teachers!



6.1 ARTIFICIAL INTELLIGENCE GUIDE CHART

The chart below is designed as a traffic light system. The top three items in the chart below are considered plagiarism. As you move down towards the green, the use of AI in learning becomes more acceptable. If using acceptable AI (green), always cite the AI tool and url. Always use AI with caution.

SAMPLE OF USE SCENARIOS (SOURCE INNERDRIVE.CO.UK)	
EXAMPLE	COMMENTS
Posing an essay question to an AI and then passing this off as your own work	This is plagiarism and is unacceptable.
Posing an essay question to an AI and making edits before submitting this to your teacher	This is still plagiarism (<i>although better than the example above</i>). In this case the majority of the hard thinking has been done by the AI so even if the product here is better than what you could have produced yourself, you are not gaining any information on how you might improve your work in the future.
Providing the AI with some bullet points to include and asking it to create an essay	Given the purpose of an essay assignment at school is to assess your ability to include relevant information and construct a coherent argument, outsourcing the hard thinking on the construction of the argument would not be an appropriate use of AI. In this case, you are better off submitting your bullet points to your teacher and seeking advice on essay structuring.
Ask AI to provide statistics or evidence to back up your arguments	Caution required here. AI can hallucinate and it is often difficult to find out where it is getting its information.
Write a first draft of an essay, ask AI to critique and give feedback, then rewrite the essay based on the feedback	This would be a good way to use AI but should be used with caution. Firstly, it is important you put sufficient effort into the first draft - it should be something you would be happy to hand in to your teacher. Secondly, you must be confident that the AI is assessing your work using the same criteria that your teacher would.
Use AI to generate retrieval practice questions	This could be a good way to use AI but has the potential to lead you astray. You would need to be confident that the AI was asking questions on important information and that it hadn't made any factual errors. The time spent going back and forth with the AI and checking the questions might be better off spent elsewhere.
Asking an AI to translate a passage into English	This depends on the purpose. If this translation has been set by your French teacher to assess your understanding of French, then this would be unacceptable. If, on the other hand, you have come across a source of information in another language that you think might be helpful for a research project then this might be an acceptable use.
Asking AI to produce a summary of longer texts	This would be a good way to do some initial research, for example for EPQ or EE in the sixth form to find out whether the longer texts are appropriate. However, it is then really important you go back to the relevant documents to read in depth as the summary may have missed some of the subtleties of the argument.
Asking AI to explain a concept you are finding tricky	This would be a good way to interrogate your own understanding of a topic as you can have a conversation with the AI and ask it to elaborate or re-explain using different examples. However, it must be used with caution and you must always check your final understanding against other sources of information such as your teacher.
Using AI as a dictation tool	This would be a really good way to use AI as speaking is usually quicker than typing. You could explain a concept to the AI and get it to produce a verbal transcript or a summary. If you don't understand the summary it produces, you probably don't have as good a grasp of the concept as you think.
Use AI as a way of generating multiple different ideas	This would be a good way to use AI as it may come up with ideas that you wouldn't have thought of yourself. The important thing is that you then use your own knowledge and understanding, or other sources of information, to evaluate the different ideas.
Ask AI to provide some suggestions for further reading around a topic	This would be a good use of AI, particularly if you give it some detailed prompts.
Talking to an AI in a foreign language for extra practice	This would be a great way to use AI though bear in mind that some of the information it includes in its conversations may not be factually correct.



7. ROLES AND RESPONSIBILITIES

- 7.1 **MCFN Chief and Council** are responsible for approving this Policy and reviewing any changes annually.
- 7.2 **MCFN Director of Education/Principal** is responsible for:
- a. ensuring compliance of all requirements outlined in this Policy
 - b. as the Document Control Editor:
 - i. ensuring this Policy is readily accessible to the community;
 - ii. responding to inquiries, issues, or requests about this Policy;
 - iii. continually monitoring, improving, and revising this Policy as relevant changes occur (annually); and
 - iv. storing this document in the correct internal MCFN file location.
- 7.3 **TTSS Staff** (Teachers and Administrators) are responsible for
- a. assisting with compliance of all requirements outlined in this Policy;
 - b. following TTSS disciplinary practices, and
 - c. reporting repeated non-compliance to the MCFN Director of Education/Principal.
- 7.4 **TTSS Students** are responsible for complying with all requirements outlined in this Policy.
- 7.5 **Parents/Guardians** of TTSS Students are responsible for
- a. understanding and complying with all requirements outlined in this Policy;
 - b. discussing the Policy with their child, and
 - c. communicating with TTSS if there are any concerns.

8. SUPPORTING DOCUMENTS

TTSS Student Code of Conduct

TTSS Progressive Student Discipline Policy

9. REFERENCES

The resource below outlines references used in this document:

- <https://www.asba.ab.ca/asba-releases-artificial-intelligence-policy-guidance-for-k-12-education/>