

Peterborough, Victoria, Northumberland and Clarington Catholic District School Board Artificial Intelligence - Syllabus Information

Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) tools may be used in courses to support learning and creativity. Your teacher will provide clear guidance on when and how AI tools may be appropriately used for assignments, projects, or class activities. Unless explicitly permitted by the teacher, all work submitted must be your own. Misuse of AI will be considered a form of academic dishonesty.

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</p>

<https://aiassessmentscale.com/>

Understanding the Levels

1. No AI

The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills

You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

2. AI Planning

AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.

You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

3. AI Collaboration

AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.

You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

4. Full AI

AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.

You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.

5. AI Exploration

AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.

You should use AI creatively to solve the task, potentially co-designing new approaches with your Teacher.

Information sourced from <https://aiassessmentscale.com/>

[Read the full PVNCCDSB Artificial Intelligence \(AI\) at PVNC Catholic: Transparency and Guidelines](#)

Our Commitment to Responsible AI Use

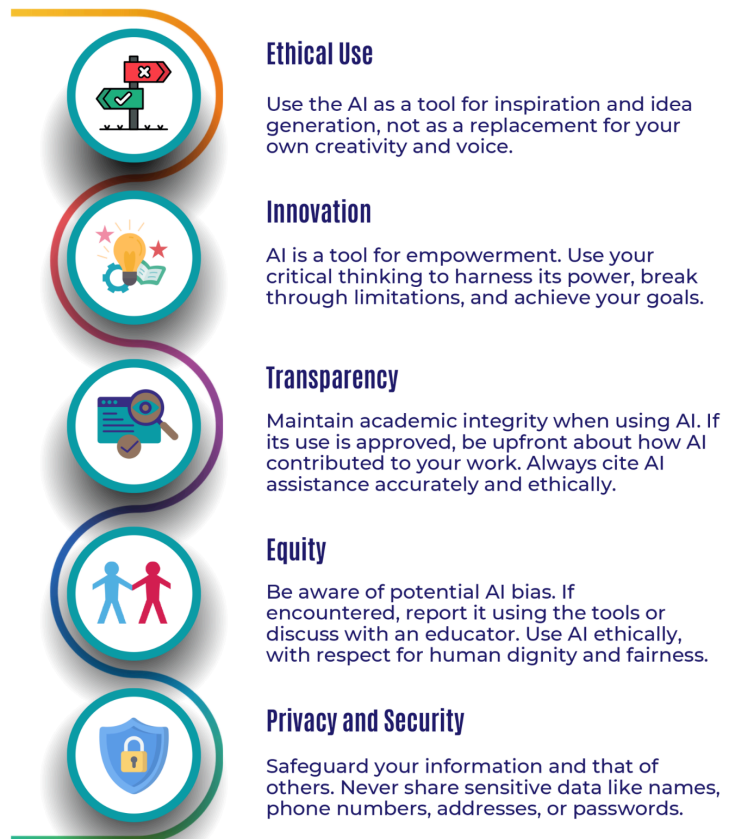
At the Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board, we recognize the growing role of artificial intelligence (AI) in both education and administration. Used thoughtfully, AI can enhance student learning, support staff efficiency, and streamline operations.

At the same time, we are committed to using AI responsibly—balancing innovation with ethical considerations, privacy protections, and human oversight.

Our Guiding Principles

These five principles shape our approach to AI use across PVNC Catholic schools and offices, rooted in our mission to serve students and staff with care, integrity, and innovation.

PVNCCDSB AI Guiding Principles



Suspected Plagiarism /Use of Artificial Intelligence - Academic Dishonesty

If you have a student and you suspect that there may be an issue with plagiarism, here are some recommendations:

1. Gather Evidence
 - Collect the student's work and any sources you believe were copied.
 - Document your observations (e.g., identical phrasing, previously submitted identical work, etc).
2. Meet with the student virtually
 - Arrange a private, non-accusatory meeting.
 - Present your concerns and evidence, and allow the student to explain.
 - Ask clarifying questions (e.g., "Can you walk me through your research process for this assignment?").
3. Determine Next Steps
 - If the student admits to plagiarism or evidence is clear you can determine next steps and course of action - please consult with me. I will contact the homeschool Principal to inform them of the issue/findings. You should contact parents to communicate the issue/findings.
 - If the situation is ambiguous, consider gathering more information or let them know that you will trust them in this instance and monitor assignments or ask for more supporting information in the writing process in the future.
4. Document Everything

- Keep detailed records of your findings, communications, and actions taken.

5. Apply Appropriate Consequences

- Consequences should align with PVNC policy and consider the issue/ student's intent, history, and the severity of the infraction.
- Options may include a warning, resubmission, reduced grade, or formal disciplinary action.

6. Educate and Support

- Regardless of outcome, provide resources or guidance on proper citation, research skills, and academic honesty.