

Policy

For the use of digital
technologies for pupils



CRAIGHOUSE
SCHOOL



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1. INTRODUCTION

The purpose of this policy is to set forth a regulatory framework to guide our pupils in an appropriate, responsible, and healthy use of technology in academic and formative processes during their school life. Our objective is to help them become people who are critical, proactive, and aware of the opportunities and risks that exist in digital environments.

This policy has been designed in alignment with the Craighouse School Educational Project, which emphasises the importance of educating our pupils as honest people who can reflect on and internalise their role and responsibility within their community. The policy also incorporates the principles of our School Life Guide, whose objective is to “serve as a guide for the whole Craighouse School community in the formation of a school culture and life that contributes to a comprehensive education in terms of values.”

2. DEFINITIONS

Craighouse School is undergoing a digital transformation process as pupils live in a world of technology, which is interconnected and permanently evolving. We have therefore defined a view that aims to make our institution a beacon school in Chile, with a proactive culture that uses technology at the service of the Educational Project, and contributes at a world-wide level.

We aim to develop pupils who are empowered by promoting the integration of technology, so they become creators and innovators and, in the future, world-class leaders in innovation. Finally, we expect technology to be at the service of the school community's wellbeing and development, enabling agile, efficient, sustainable work, as well as personal and professional development.

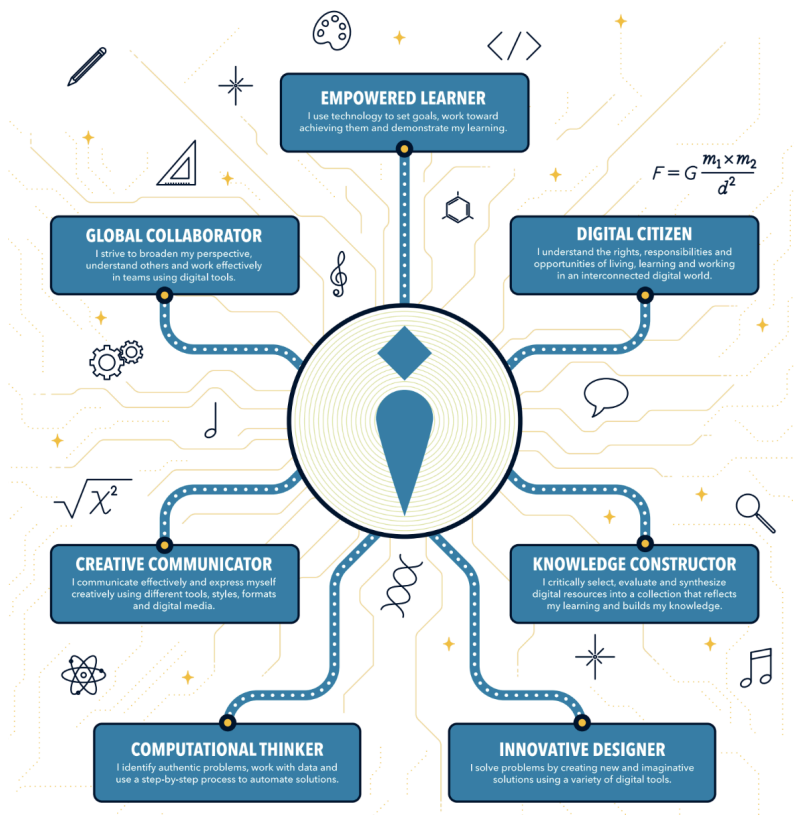
Digital age learners

Craighouse School has decided to reach this vision based on the digital age learner standards (ISTE, 2016) which seeks to develop skills in pupils so that they can become empowered learners, digital citizens, computational thinkers, global collaborators, creative communicators, innovative designers, and knowledge constructors, promoting the integration of technology and putting pupils at the centre of their learning. These standards go hand in hand with the International Baccalaureate learner profile and the Craighouse School pupil profile.

Digital age learner diagram (ISTE, 2016)

I AM A DIGITAL AGE LEARNER

ISTE STANDARDS FOR STUDENTS



<https://www.iste.org/es/standards/iste-standards-for-student>

ICT use guidelines

The purpose of this policy is to set forth a regulatory framework to guide our community in an appropriate, responsible, and healthy use of technology in academic, formative, communicational, and management processes. Our objective is to help our pupils become people who are critical, proactive, and aware of the opportunities and risks that exist in digital environments.

These guidelines apply to all members of the Craighouse School community (pupils, teaching and educational assistants, and administrative staff) who use the school's ICT resources and infrastructure, (network, computers, mobile devices, services such as internet access, email, platforms and school owned systems among others).

The Craighouse School community **must safeguard the correct use of digital resources and good behaviour in cyberspace**. We must be aware that technology is constantly evolving and that it is our responsibility to ensure that pupils become responsible citizens with critical thinking.

Building Digital citizens

According to the Ministry of Education, digital citizenship can be defined as a set of knowledge, skills, and attitudes that are fundamental to be part of a democratic society through the use of information and communications technology in a responsible, well-informed, safe, ethical, free, and participative manner, recognising and exercising our digital rights and understanding their impact on our personal lives and on the environment (2022).

According to ISTE standards, a digital citizen recognises the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, acting and modelling in ways that are safe, legal and ethical.

According to Common Sense Media, a digital citizen evaluates critically digital content and promotes balanced and responsible use of technology, contributing to an inclusive and safe online environment.

In order to enhance digital citizens training and the development of the skills necessary to act when using technological devices or resources, the following table has been prepared explaining some dimensions, skills and attitudes we expected from pupils.

Dimension	Skills¹	Pupil' attitudes
Digital Identity and Self-care	<ul style="list-style-type: none"> Identifying opportunities and risks in digital environments and applying personal protection strategies. 	<ul style="list-style-type: none"> I will show respect for myself through my actions. I will be careful of any personal information that I publish online. I will be careful when accepting friendship requests on virtual platforms. I will use digital devices consciously and balanced. I will be aware of the data collection used to track my online browsing.

¹ ICT skills defined on “Matriz de Habilidades TIC para el aprendizaje”, 2013, Dimensión Convivencia digital Estándar ISTE de Estudiantes, Ciudadano Digital, ISTE. <https://www.iste.org/es/standards/iste-standards-for-students>, visto, agosto 2023.

<p>Respect for others</p>	<ul style="list-style-type: none"> • Knowing one’s rights and those of others and applying information protection strategies in digital environments. • Understanding the social impact of ICTs, applying critical thinking to the use of new technologies. 	<ul style="list-style-type: none"> • I will show respect for others through my actions. • I will not use digital media to attack or harm other people. • I will not use digital media to create or spread rumours. • I will not use electronic communication to send messages or inappropriate or unauthorised media. • I will use respectful language when writing emails and/or publishing comments online. • I will not access other users’ accounts or technology devices without authorisation from the owner. • I will respect other people’s privacy and I will ask for permission before publishing photos, videos or stories about someone else online. • I will not use social media to offend others.
<p>Respect for property</p>	<ul style="list-style-type: none"> • Respecting intellectual property. • Protecting and making good use of equipment for working. 	<ul style="list-style-type: none"> • I will request authorisation to use the school’s technology resources. • I will respect copyright, mentioning and citing sources. I will also use licensed software. • I will take responsibility for the school’s technological devices and I will make good use of them.

These dimensions, skills, and attitudes, define and illustrate with more clarity the importance of being good digital citizens and of promoting respectful and empathetic relations, and are the basis for the regulations included in this policy.

Guidelines for the use of artificial intelligence

Artificial intelligence (AI) emerges as a powerful tool with the potential to transform various aspects of our society. In the Craighouse School educational context, the ethical and responsible use of AI becomes crucial to enhance pupils’ learning, encourage innovation and prepare them for an increasingly technological future.

The school has decided to adopt these tools within certain parameters (Addendum 1).

The use of AI will be allowed as part of the academic/formative process, under the supervision of teachers and with the prior approval of the Digital Transformation Department.

AI may only be used in the school context when the teacher makes it explicit; otherwise, it is assumed that its use is not permitted.

AI USAGE TERMS FOR TEACHERS AND STUDENTS

- These terms of use are designed to help teachers and students clarify the expectations for using AI in a task.
- If a usage term is not specified by a teacher, students should assume that the use of AI is not permitted for that task.

In this class, you can use artificial intelligence to

RESEARCH

Use AI to help you search and analyze relevant information. This can include the use of specific applications that integrate AI to optimize data search.



In this class, you can use artificial intelligence to

GENERATE IDEAS

Use AI to create ideas for projects. Use AI to formulate questions or titles for your essays.



In this class, you can use artificial intelligence to

AI TUTORING

Use AI to receive suggestions for improving your work. Make sure to understand and explain how you used these suggestions to learn and enhance your work.



In this class, you can use artificial intelligence to

IMAGE AND MULTIMEDIA

You can use artificial intelligence to create content based on specific class instructions.



In this class, you can use artificial intelligence to

COMMUNICATION

You can use AI to write code, translate different languages, or create simulated conversations, among other applications.



In this class, you can use artificial intelligence to

REVIEW

AI can help you study by creating personalized quizzes for you to review and reinforce what you've learned. Additionally, you can use it to generate answers that will serve as a guide during your study sessions.



In this class, you can use artificial intelligence to

NOTES

Use AI to summarize information from your readings or resources.



In this class, the use of Artificial Intelligence is **NOT** allowed.



In this class, you can use artificial intelligence to

How to cite artificial intelligence?



Remember: Plagiarism occurs when you present ideas or work from other sources as your own without proper citation. It is essential to be transparent in the use of any information, including that generated by artificial intelligence. Always ensure to cite and reference all sources used.



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Undoubtedly, the family has a fundamental role to play here in promoting honest and respectful communication in the digital world, as well as in teaching their children about the safety precautions they should take when using these e online media.

3. REGULATIONS

Regulation no. 1: Bring your own device (BYOD) policy as of Year 7 until Year 12

As of Year 7 until Year 12 the school has a BYOD² policy in place. Pupils must bring to school a portable device (laptop or tablet) whose features are sent each year by each section. The school has at their disposal an Internet connection, as well as the necessary tools and platforms for their educational activities.

In order for the learning process to be optimal, pupils must take care of their devices and avoid damaging or losing them. If that happens, they must inform the relevant section.

Pupils' devices should:

- Work properly and be fully charged (100% battery) at the beginning of each day.
- Be able to connect to a WiFi network.
- Have a secure access password.
- Have sufficient storage space available.
- Have earphones.
- Have their operating systems and browsers updated.

The school will only lend a device in exceptional cases, authorised by the teacher in charge of the subject. Device must be requested to the section as per the protocol established for these cases. Please note that their availability is limited.

Regulation no. 2: Use of institutional email for pupils

Nowadays, emails have become one of the most widely used means of communication. Craighouse School has decided to provide each pupil with an institutional email account under the Google domain, to make the teaching-learning process easier, and to strengthen communication among members of our school community.

Rules for the use of the institutional email account

All pupils who have an institutional email account must respect and consider these points:

1. Once they receive their email account, pupils are responsible for its use at all times.
2. The email account is personal and non-transferrable. Accounts and passwords are not to be shared. **Failure to comply with this will be sanctioned as per the School Life Guide.**
3. Forging an electronic identity is strictly forbidden. **Failure to comply with this will be sanctioned as per the School Life Guide.**
4. Sending and/or sharing information whose content transgresses Craighouse School values is strictly forbidden. Examples of this are using the email to send erotic, pornographic or violent content; harass, humiliate, bother or perform any other action related to

² BYOD (bring your own device) refers to a company's policy of allowing each person to bring their own device (computer, tablet, etc.) to work.

cyberbullying. **Failure to comply with this will be sanctioned as per the School Life Guide.**

The institutional email account is only to be used for school-related purposes (such as academic, or others related to formative and teaching-learning processes). It is forbidden to use the account for other purposes (such as for Facebook, Instagram, online games, etc.).

5. When sending an email message, pupils must use formal written language, particularly when contacting teachers or other members of our community.
6. All institutional email accounts are personal and private; however, the school may find it necessary to access an account if there are signs of misuse.
7. Craighouse School will create an email address under the domain craighouse.cl to all pupils from Prekinder to Year 12, authorised by their parents.
 - This email address will be activated at the beginning of the corresponding school year, under the conditions set by the School.
 - This email address is intended to facilitate and support the teaching and learning processes by granting access to associated Google for Education services.
 - Its usage is regulated by the Policy for the Use of Digital Technologies for Pupils. Violation of these regulations will be sanctioned in accordance with the School Life Guide.
 - Accounts will be deactivated for any pupil who is no longer affiliated with Craighouse School.
 - For pupils of Year 12, Craighouse School may decide, in exceptional cases, to keep these emails accounts for up to six months after the graduation date of the corresponding school year, with no further responsibility of any kind on the part of the school for the misuse of the accounts or for opinions expressed through them, which will be the former pupil sole responsibility, and that of their parents.
8. The accounts may be deactivated during holidays and reactivated at the beginning of the school year, if necessary.
9. Teachers and other staff members will answer emails during their working hours. Any pupil who observes suspicious activity in his/her account, or if the account has been stolen, must contact the relevant section, who in turn will immediately contact the Department of IT Support. The school will not be held responsible for loss of information and/or any incident deriving from the transgression of any of the points established in these regulations.
10. Craighouse School reserves the right to investigate any incident deriving from the transgression of any of the points established in these regulations.

Failure to comply with the aforementioned points may result in the application of disciplinary measures stipulated in the School Life Guide as per the Procedure for the Application of Disciplinary Measures.

Regulation no. 3: Use of smartphones / smartwatches, etc.

Craighouse School **does not allow** Primary Section pupils to bring smartphones and/or smartwatches to school.

Pupils in the Middle Section may bring them but will not be allowed to use them within the school premises.

Senior Section pupils may use their personal phones at school for **pedagogical purposes authorised by a teacher**.

When a teacher or teaching support staff detects inappropriate use, she/he will confiscate it, and record the failure and leave the device in the section office until the end of the school day.

For Senior Section pupils:

1. Teachers may authorise the use of mobile phones in the classroom for academic purposes only.
2. Mobile phones must be turned off during class unless explicitly authorised by the teacher in charge.
3. The use of mobile devices, smartphones, smartwatches in exams and/or tests will depend on the specifications of each subject.
4. The school provides Internet access through the Students network. Accessing other networks set up by the school is forbidden.

Pupils in general

1. Pupils must not send information using mobile devices (text, video, audio, and/or images) which compromise other people's dignity or violate their rights. This includes sending messages with pornographic or sexual content, violence, harassment, humiliation, and/or cyberbullying and/or AI. Offending, attacking, intimidating, or harassing a person through social media, digital technology or AI, and/or showing any cyberbullying conduct, among others, **will lead to the application of disciplinary measures stipulated in the School Life Guide**.
2. Pupils who are authorised to use their mobile phones at school are responsible for their devices at all times, which includes:
 - The physical security of the device and the information that it stores.
 - The setup, maintenance, repairs and software updates of the device.
 - The school will not be held responsible for any possible physical or software damage, loss or theft of personal mobile devices.

Regulation no. 4: Use of Internet ("Students" network)

For Craighouse School, Internet access through our network is a benefit that we offer all our pupils to stimulate and enrich their educational process. Pupils will have access to the "Students" network, whose setup is suitable for school-aged children.

Regulations for the use of Internet ("Students" network)

All Craighouse School pupils must respect and consider the following points:

1. Access to the Internet Student network is permitted for educational purposes only. This network does not have access to social networks, online games, betting sites, etc. The use of the network to access non-educational material is forbidden.
2. Pupils are only authorised to access the “Students” network. Connection to other school networks is forbidden.
3. It is forbidden to take part in actions that elude and/or affect the security of our equipment, systems, and networks.
4. Any form of transmission, use, storage, reproduction, or distribution of material that threatens other people’s dignity and violates their rights, including pornography, violence, harassment messages and/or cyberbullying, is forbidden. **Failure to comply with this will be sanctioned as per the School Life Guide**
5. The installation or downloading of software in school devices is forbidden.
6. The copy, distribution, and/or selling of academic material provided by the school through digital media is strictly prohibited. This particularly refers to any file or document protected by copyright or other intellectual property rights that may apply. Any of these actions would be considered a breach of academic honesty and the disciplinary measures described in the School Life Guide would be applied.
7. Craighouse School will apply all necessary filters to block access to websites considered inadequate, and which contravene the objective of our Educational Project. However, pupils will be solely responsible for refraining from visiting sites which are not aligned with educational purposes when using their personal data plan.
8. Pupils who observe suspicious activity online must contact the relevant section, who in turn will immediately contact the Department of IT Support.

Regulation no. 5: Correct use and care of ICT resources for learning

The school has in place a number of technological resources for our pupils’ learning (computers, laptops, tablets, TV sets, etc.). Their use goes hand in hand with the teaching or formative activities defined in our class plans and led by our teachers or educational support professionals. Keeping ICT equipment in good conditions for learning is everyone’s responsibility, particularly of their direct users - our students.

Regulations for the correct use and care of ICT resources for learning

All Craighouse School pupils must respect and consider the following points:

1. The use of one school or personal device (tablet, laptop, and smartphone—**the latter for Senior Section only**) is allowed during class, exclusively for activities which have been authorised by the teacher.
2. It is strictly forbidden to install software in our devices which are not licensed or which constitute a risk for the safety of networks, systems, and devices.
3. It is strictly forbidden to use the school’s ICT equipment to connect without authorisation to other devices, inside or outside the school.
4. Pupils are responsible for backing up their information in a storage device. The school will not be held responsible for loss of files or documents from ICT equipment.

5. Any anomaly (physical or software-related) regarding the school's ICT equipment must be informed immediately to the class teacher, and then to the ICT advisor of the section, to take any necessary measures.
6. If a pupil is responsible for the damage or loss of the school's ICT equipment, his/her parents will be contacted so that they can coordinate a replacement with the ICT advisor and the head of section. The School Life Guide indicates that damaging other people's property or the school infrastructure and services constitutes a failure.
7. It is strictly forbidden any transmission, use, storage, reproduction, or distribution of material that threatens the dignity and violates the rights of other people, including pornography, violence, harassment messages, and/or cyberbullying. As per the School Life Guide, exhibiting or spreading pornographic material, or content of a sexual or explicit violence nature, **will be considered a failure and will be sanctioned according to it.**
8. It is forbidden to display or disseminate through any media, pornographic material, content with sexual connotations or explicit violent content. It will be considered a offence and will be sanctioned according to the School Life Guide.

4. References

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Note:

This is only a referential document and the valid, official, and legal version in the country is the one written in Spanish.

Addendum 1

Guidance for Artificial Intelligence³ Use in Craighouse School

1. Introduction

In the digital era, artificial intelligence (AI) emerges as a powerful tool with the potential to transform various aspects of our society. In Craighouse School, the ethical and responsible use of AI becomes crucial to enhancing student learning, fostering innovation, and preparing them for an increasingly technological future.

By defining the parameters for the use of AI in the school, we seek not only to maximise its benefits but also to protect the rights and privacy of our students, promote equity of access, and foster a culture of ethical and critical learning.

This document not only lays the foundation for the appropriate use of AI in the student environment but also reflects our commitment to educational excellence, inclusion, and the comprehensive development of our students as informed and responsible digital citizens in a digital society.

This guide applies to all students, teachers, administrative staff, and third parties who develop, implement, or interact with artificial intelligence technologies used in our school system. It covers AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analysis tools. This guide complements existing institutional policies.

2. Definitions

To ensure a common and precise understanding of key terms related to artificial intelligence (AI) in the educational context, the following definitions are provided:

- **Artificial Intelligence (AI):** Refers to the field of computer science that deals with the development of systems and software capable of performing tasks that traditionally require human intelligence. This includes machine learning, natural language processing, computer vision, among others.
- **Machine Learning:** A branch of artificial intelligence that enables computer systems to learn and improve automatically from experience without being explicitly programmed. It is based on algorithms that analyse data and recognise patterns to make decisions or predictions (predictive AI).

³ Documento Creative Commons: <http://teachai.org/toolkit>
Extracted from Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., & PACE. (Octubre, 2023). AI Guidance for Schools Toolkit. <http://teachai.org/toolkit>

- **Generative AI:** Refers to artificial intelligence models designed to generate new content in the form of written text, audio, images, or videos. Examples include Chat GPT, Gemini, etc.
- **Ethical Considerations of AI:** Moral and ethical aspects related to the design, development, and use of artificial intelligence systems. This includes considerations about fairness, transparency, privacy, security, and responsibility.
- **Data Privacy:** The fundamental right of individuals to control the personal information they share and how it is used. In the context of AI in education, data privacy refers to protecting students' personal information and ensuring its security when using AI applications or platforms.
- **Equity of Access:** The principle of ensuring that all students have equal opportunities to access AI-related tools, resources, and experiences.

The integration of artificial intelligence (AI) in the educational environment raises important ethical considerations that must be proactively addressed. The following ethical principles focus on how to use AI responsibly and ethically in the context of school students.

Understanding

- Ensuring that the community understands how AI is used in the school and how it affects educational experiences. For example: Providing clear, understandable, and transparent information about how student and teacher data is collected, used, and processed, as well as about the decisions and recommendations generated by AI systems.

Responsibility

- Establishing clear accountability mechanisms for those involved in using AI in the school. For example: Defining clear roles and responsibilities, as well as procedures to address any ethical issues or errors arising from the use of AI, and ensuring regular evaluations of the impact and effectiveness of these technologies.

Autonomy and Empowerment

- Promoting the autonomy and empowerment of students and teachers in their interaction with AI, fostering their ability to understand, question, and actively participate in its use. For example: Providing opportunities for students and teachers to learn about AI, develop skills in its application, and participate in decision-making related to its use in the school.

3. Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations.
2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to

protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We will support teachers in adapting instruction in a context where some or all students have access to generative AI tools.
4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realise the benefits of AI in education, address risks associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.
5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback. The school adheres to its commitment to the IBO (International Baccalaureate Organisation) in this regard. This states:

"Work produced by AI tools (even if only partially) will not be considered as the student's original work. As with any quotation or adapted material from another source, it must be clear which work generated by artificial intelligence is included in an assessment; it must be indicated in the body of the text and the corresponding reference must be included in the bibliography. Otherwise, the student will be misrepresenting the content, as it is not their original work." (IBO, 2023)

AI can provide an initial text, but the student must understand how and why to refine it to enhance its effect. (IBO, 2023)

However, students should know that the IBO does not consider work produced with such tools to be original, even if it is only partial. Consequently, as with quotations or materials from other sources, it must be made clear that texts, images, or graphics generated by AI included in a piece of work have been copied from such programmes. The programme must be mentioned in the body of the text and properly cited in the bibliography. (IBO, 2023)

6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as "critical consumers" of AI and lead to any organisational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.
7. **We commit to auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

4. Responsible Use of AI Tools

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. **Teachers will clarify if, when, and how AI tools will be used**, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.⁴ Below are some examples of responsible uses that serve educational goals.

Students Learning

- **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalised language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalised study materials, summaries, quizzes, and visual aids, help students organise thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratise one-to-one tutoring and support, making personalised learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardised feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customising independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalising professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.

⁴ Gallagher, H. A., & Cottingham, B. W. (2023, June). The urgent need to update district policies on student use of artificial intelligence in education [Commentary]. Policy Analysis for California Education. <https://edpolicyinca.org/newsroom/urgent-need-update-district-policies-student-use-artificial-intelligence-education>

- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

5. Prohibited Use of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment:** Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.
- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations. Staff and students will be taught to understand the origin and implications of societal bias in AI, AI tools will be

evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.

- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping "humans in the loop."⁵
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

School Management and Operations

- **Compromising Privacy:** The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorised data collection, as this violates privacy laws and our system's ethical principles. We will implement reasonable security measures to secure AI technologies against unauthorised access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.
Staff and students are prohibited from entering confidential or personally identifiable information into unauthorised AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.
- **Noncompliance with Existing Policies:** We will evaluate AI tools for compliance with our school policies, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources: [APA Style - ChatGPT](#)

⁵ U.S. Department of Education, Office of Educational Technology, Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations, Washington, DC, 2023.

Periodic Review

This guidance will be reviewed annually, or sooner, to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

[Last updated: 28/06/24]

Resources

Additional Resources for Crafting AI Guidance and Policies

- [Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations](#) (United States Dept. of Education, OET)
- [Bringing AI to Schools: Tips for School Leaders](#) (ISTE)
- [Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools](#) (CoSN, ISTE)
- [Guidance for Generative AI in Education and Research](#) (UNESCO)
- [The urgent need to update district policies on student use of artificial intelligence in education](#) (PACE)
- [From reactive to proactive: Putting districts in the AI driver's seat](#) (PACE)
- [Off Task: EdTech Threats to Student Privacy and Equity in the Age of AI](#) (CDT)

AI Literacy and Digital Literacy

- [AI 101 for Teachers](#) from Code.org, ETS, ISTE, and Khan Academy
- [AI4K12 Five Big Ideas in AI](#)
- ISTE's AI [resources](#), including [ISTE Standards: Computational Thinker](#) (ISTE)

Citing AI Use

- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)

Academic Integrity

- [Combating Academic Dishonesty](#) from the University of Chicago
- [Promoting Academic Integrity in your Course](#) from Cornell University
- [Strategies for Teaching Well When Students Have Access to Artificial Intelligence \(AI\) Generation Tools](#) from George Mason University

Ethical AI Procurement

- [Media AI Ratings System](#) (Common Sense Media)
- [Emerging Technology Adoption Framework](#) (Digital Promise)
- [The Ethical Framework for AI in Education](#) (Institute for Ethical AI in Education)
- [Education Technology Industry's Principles for the Future of AI in Education](#) (Software & Information Industry Association)
- [EdSAFE AI SAFE Benchmarks](#) (Ed SAFE AI Alliance)
- [K-12 Generative Artificial Intelligence \(Gen AI\) Readiness Checklist](#) (CGCS, CoSN)

AI Use Cases in Education

- [How to Use ChatGPT to Enhance Active Learning](#) (Ministry of Education in Chile)
- [100 Practical Applications and Use Cases of Generative AI](#) (Government of the United Arab Emirates)

Current Regulations Relevant to AI in Education

United States

- [FERPA](#) - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the

- educational institution.
- COPPA - AI chatbots, personalised learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
 - IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
 - CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
 - Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

International

- GDPR (EU) - Strict data protection and privacy regulations for individuals in the European Union.
- Data Protection Act (UK) - Governs the use of personal data in the United Kingdom.
- PIPL (China) - The China Personal Information Protection Law protects student data privacy.
- DPDP (India) - The Digital Personal Data Protection Act proposes protections for student data.

Team in charge: Direction of Digital Transformation

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