

Artificial Intelligence (AI) Policy

1. Introduction

This policy outlines the responsible, safe, and ethical use of Artificial Intelligence (AI) tools at CIS. We recognize AI's potential to enhance learning, teaching, and operational efficiency, while acknowledging the importance of maintaining its safe and ethical use. The ultimate responsibility for the accuracy and appropriateness of AI-generated work rests with a qualified human reviewer, who must always review and approve the final outcome.

Grounded in internationally recognized frameworks, this policy reflects both the **International Baccalaureate (IB)** and the **ISTE Standards**. In line with the IB's emphasis on academic integrity and ethical development, the policy distinguishes between acceptable and unacceptable uses of AI, requiring transparency, proper acknowledgment, and critical engagement. Likewise, the policy embodies the ISTE Standards for Students and Educators by promoting digital citizenship, empowering learners to responsibly construct knowledge, and guiding educators to model ethical AI integration in their teaching practices.

By aligning with these standards, the school ensures that AI is harnessed not only to foster innovation and efficiency but also to cultivate lifelong learners who are critical thinkers, responsible digital citizens, and ethical contributors to their communities.

2. Policy Review Process

Key stakeholders will be involved in the process of reviewing and revising the AI Policy. The Head of Technology provides oversight of the annual review and supports implementation. To ensure coherence and consistency, related policies impacted by the review will also be updated and aligned accordingly. EXCOM will approve any substantive changes. The revised policy will be shared with all staff via Connections and uploaded to MyCIS for easy access and reference.

3. Definitions

- **Artificial Intelligence (AI):** Computer systems that perform tasks typically requiring human intelligence, such as learning, problem-solving, and generating content. Examples include large language models (LLMs), image generators, and AI-powered educational tools.
- **Generative AI:** AI tools that create new content, such as text, images, or code, based on user prompts. Examples include ChatGPT, Google Gemini, DALL·E, and Midjourney.
- **Personal Data:** Information that can identify an individual, including names, addresses, student IDs, and grades. Also referred to as Personal Identifiable Information (PII).

- **Academic Integrity:** Acting in a responsible manner by producing legitimate, authentic, and honest academic work.

4. Student Guidelines

AI tools will be used to promote academic integrity, not to facilitate plagiarism or cheating. Students are expected to use AI responsibly and in a way that reflects positively on themselves, their families, and the school. The consequences for not doing so are outlined in the Student Code of Conduct and divisional guidelines.

4.1 Standardized Acceptable Use Scale for Students

To ensure consistency across all classes, CIS adopts a school-wide framework for the acceptable use of AI by students. Students must adhere to the following scale when integrating AI into their coursework:

- **Acceptable Use (AI as Research Assistant):** Using AI as a starting point for research and inquiry, summarizing key points, or generating a structural template. You control all the thinking and analysis.
- **Use With Caution (AI as a Writing Coach):** Using AI to refine your work, such as getting suggestions for grammar and sentence construction. The core ideas and analysis must remain your own, and teacher discretion is key.
- **Generally Not Acceptable (AI Oversteps Its Role):** Using AI to replace your thinking or misrepresent your abilities, such as using a model essay as a basis for your own content. This is discouraged in formal assessments.
- **Unacceptable (AI as a Replacement for You):** Copying AI-found outputs without reading the original source, having AI develop your research question, or submitting AI-generated reflections. This constitutes academic misconduct.

4.2 AI Citation Guidelines

When AI tools are used, students must provide clear and appropriate citation to acknowledge their use. Specific formatting examples will be provided by subject teachers and in the school's academic integrity resources. General guidelines include:

- Clearly state which AI tool was used (e.g., ChatGPT, Google Gemini, DALL·E).
- Specify the prompt(s) used to generate the content.
- Indicate what part of the work was AI-generated (e.g., text, image, data summary).
- Provide the date of generation.

5. Teacher Guidelines

Teachers are encouraged to familiarize themselves with generative AI tools and leverage them when appropriate to nurture critical thinking, creativity, productivity, and innovation.

5.1 Approved AI Tools

Only CIS approved tools/apps/platforms can be used with students. An official list of approved AI tools, along with the criteria used by the Instructional Technology Committee for their approval and an Annex A - "AI Tool Endorsement Scale" (e.g., Secured, Approved, Limited Use, Under Review, Not Approved), will be published and regularly updated on MyCIS for communication to staff, students, and parents.

5.2 Standardized Acceptable Use Scale for Teachers

Teachers utilizing AI in assignments will communicate to students the school-wide acceptable use framework as outlined in Section 4.1.

5.3 Mitigating Bias

Teachers should educate students on the potential algorithmic biases, limitations, and ethical considerations associated with AI technologies, as well as how to critically evaluate AI-generated information.

5.4 Assessment and Feedback: Core Principles

The following foundational principles will guide how AI may be used in assessment and feedback, ensuring a unified school approach:

- **No AI:** The assessment is completed entirely without AI assistance in a controlled environment. Students must demonstrate their core skills and knowledge.
- **AI Planning:** AI may be used for pre-task activities such as brainstorming, outlining, and initial research. The final submission should show how you have developed and refined these ideas independently.
- **AI Collaboration:** AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify AI-suggested outputs, demonstrating their understanding.
- **Full AI:** AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. The focus is on directing AI to achieve goals while demonstrating critical thinking.
- **AI Exploration:** AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to problems. Students and educators co-design assessments to explore unique AI applications.

5.5 Deepfakes

Creating or distributing deepfake content is prohibited, except for carefully considered academic purposes with appropriate permission and safety measures in place.

6. All Staff Guidelines

6.1 Approved AI Tools

Staff must only use approved AI tools when handling personal data or any other PII. This includes tasks such as drafting communications, creating reports, managing schedules, and analyzing operational data.

6.2 Acceptable Use

- **Administrative Tasks:** Leveraging AI for scheduling, data entry, and other routine administrative functions with human verification.
- **Communication:** Utilizing AI-powered platforms to draft standard communications, ensuring consistency and professionalism with human verification.
- **Data Analysis:** Employing AI to analyze data to support decision-making.
- **Human Judgment:** Leverage AI tools to enhance your work, but always ensure human judgment is applied before finalizing any outcome.

6.3 Unacceptable Use

To maintain ethical standards and protect the school community, staff must refrain from the following AI-related activities:

- **Unauthorized Decision-Making:** Relying solely on AI for decisions that require human judgment without appropriate oversight.
- **Data Privacy Violations:** Inputting sensitive or personally identifiable information (PII) into AI systems without explicit authorization and ensuring compliance with data protection regulations.
- **Content Generation:** Using AI to create or disseminate content that is inappropriate, unethical, defamatory, or violates copyright or intellectual property laws.
- **Misrepresentation:** Utilizing AI to produce fraudulent documentation, falsify records, or misrepresent information.
- **Security Breaches:** Employing AI tools to bypass or undermine school security protocols, including cybersecurity measures.
- **Bias and Discrimination:** Using AI in ways that could perpetuate bias or discrimination, thereby compromising the school's commitment to inclusivity and fairness.
- **Deepfakes:** Using AI to create deepfakes that cause a person harm because they endanger or impair an individual's physical, psychological, or emotional well-being.

6.4 Accountability and Training

Staff are responsible for reviewing AI outputs to ensure that all AI-generated content is accurate. They are also expected to participate in school-provided training on the ethical and responsible use of AI tools to stay informed about best practices and emerging risks. Staff should adopt a sustainable approach to AI use to minimize its carbon footprint.

6.5 Monitoring and Compliance

The school reserves the right to monitor AI usage to ensure compliance with this policy. The school may also implement disciplinary measures for policy violations, which may include retraining, suspension, or termination of employment.

7. Guidelines for Development of AI Initiatives

The integration of AI into educational settings offers significant opportunities to enhance teaching, learning, and administrative operations. However, it is imperative that AI development initiatives are conducted responsibly, ethically, and in alignment with the institution's mission and values.

7.1 Acceptable Practices

- **Educational Enhancement:** Utilizing AI tools that support personalized learning, intelligent tutoring systems, and adaptive assessments to cater to diverse student needs.
- **Administrative Efficiency:** Utilize AI applications that streamline administrative tasks such as scheduling, resource allocation, and data management, thereby improving operational efficiency.
- **Professional Development:** Utilize AI-driven platforms that facilitate continuous professional development for educators and staff, offering personalized learning pathways and resources.
- **Inclusivity and Accessibility:** Ensure AI projects aim to enhance accessibility by utilizing assistive technologies.
- **Ethical Considerations:** Incorporate ethical guidelines into AI processes, addressing issues such as data privacy, algorithmic bias, and transparency to uphold trust and integrity.

7.2 Unacceptable Practices

- **Data Mismanagement:** Collecting, storing, or utilizing personal data without explicit consent or failing to comply with data protection regulations.
- **Bias and Discrimination:** Developing AI systems that perpetuate biases or result in discriminatory practices against any group.
- **Autonomous Decision-Making:** Implementing AI systems that make critical decisions affecting students or staff without human oversight.
- **Intellectual Property Infringement:** Using proprietary algorithms, data sets, or technologies without proper authorization.
- **Lack of Transparency:** Deploying AI systems without clear documentation or communication regarding their functionality, limitations, and decision-making processes.

- **Neglecting Stakeholder Involvement:** Failing to engage educators, students, and other stakeholders in the AI development process.

7.3 Implementation Framework

- **Needs Assessment:** Conduct thorough analyses to identify areas where AI can effectively address learning outcomes or improve processes.
- **Collaborative Development:** Engage multidisciplinary teams, including educators, technologists, and end-users, in the design and development phases.
- **Pilot Testing:** Implement AI projects on a small scale proof of concept initially to evaluate functionality, effectiveness, and user feedback.
- **Continuous Evaluation:** Establish ongoing assessment mechanisms to monitor AI system performance, address emerging issues, and adapt to evolving educational needs and ethical considerations.
- **Training:** Provide comprehensive training for educators and staff on the effective use of AI tools, fostering AI literacy and empowering users to integrate technology meaningfully into their roles.

8. Parent and Community Communication

CIS is committed to transparently communicating its AI philosophy and guidelines to parents and the wider community. Information regarding the school's AI policy, approved tools, acceptable use guidelines, and any updates will be regularly shared through official school channels, including parent newsletters, school website, and parent-teacher meetings, to ensure universal understanding and alignment.

Annex A

AI Tool Endorsement Scale

This scale is based on use, risk, and scope.

Secured	The tool meets all school policy, privacy, and security requirements. Data is contained within the school's secure workspace environment, making it safe for use across a wide range of school operations.
Approved	The tool is authorized for use, but personal data is not protected under the school's secure licensing. Users must follow usage guidelines and de-identify any personal or sensitive information as required.
Limited Use	The tool is approved for a specific purpose or user group. Users must follow defined safeguards and conditions, and all data must be checked to ensure compliance with the school's privacy and security standards.
Under Review	The tool is currently being assessed for alignment with school policies, privacy, and educational value. It is not yet endorsed for unauthorized use in the school.
Not Approved	The tool does not meet school requirements and must not be used on school devices, networks, or for any school-related activities. It may pose data privacy or policy compliance risks.

Annex B

A Scale of AI Use in IB Coursework :

Acceptable Use (AI as Research Assistant)	Using AI as a starting point for your own research and inquiry.	Examples include summarizing key points or alternative viewpoints to guide your research, or generating a structural template for your essay (which you must acknowledge). You control all the thinking and analysis.
Use With Caution (AI as a Writing Coach)	Using AI to refine your work. The core ideas and analysis must remain your own, and teacher discretion is key.	Examples include getting suggestions for grammar and sentence construction, or using a generated paragraph only as a model for your own content.
Generally Not Acceptable (AI Oversteps Its Role)	The AI begins to replace your thinking or misrepresents your abilities. This is discouraged in formal assessments.	Examples include using a model essay from AI as the basis for your own work, asking AI to rewrite your completed essay.
Unacceptable (AI as a Replacement for You)	The AI performs fundamental academic tasks for you, which constitutes academic misconduct.	Examples include copying AI-found outputs without reading the original source, having AI develop your research question, using AI to translate an essay for an IB summative assessment, submitting an AI-generated reflection, or hiding any use of AI.

Annex C

The AI Assessment Scale

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.
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 emphasize the ability to develop and refine these ideas independently. Your final submission should show how you have developed and refined these ideas.
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.
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. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
AI Exploration	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to 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 instructor.

Annex D

The AI Teaching Staff Scale

Acceptable Use (AI as Research Assistant)	Using AI as a starting point for your own research and inquiry.	Examples include summarizing key points or alternative viewpoints to guide your research, or generating a structural template for your lesson planning (which you must acknowledge). You control all the thinking and analysis.
Use With Caution (AI as a Writing Coach)	Using AI to refine your work. The core ideas and analysis must remain your own, and teacher discretion is key.	Examples include getting suggestions for grammar and sentence construction, or using a generated paragraph only as a model for your own content.
Generally Not Acceptable (AI Oversteps Its Role)	The AI begins to replace your thinking or misrepresents your abilities. This is discouraged in formal assessments.	Examples include using a model proposal from AI as the basis for your own work, asking AI to rewrite your completed proposal, or using AI to 'mark' or give feedback on an IB assessment
Unacceptable (AI as a Replacement for You)	The AI performs fundamental academic tasks for you, which constitutes academic misconduct.	Examples include copying AI-found outputs without reading the original source, having AI develop your research question, using AI to generate an IB summative assessment, or hiding any use of AI.

Annex E

The AI Student General Use Scale Infographic

ACCEPTABLE USE (AI AS RESEARCH ASSISTANT)



- I can summarize key points, create an essay template, or find alternative viewpoints. You maintain control of the analysis.

USE WITH CAUTION (AI AS A WRITING COACH)



- Getting grammar and sentence structure suggestions, or using a generated paragraph only as a model for your own writing, not a replacement.

GENERALLY NOT ACCEPTABLE (AI OVERSTEPS ITS ROLE)



- Using a model essay from AI as the basis for your own work, asking AI to rewrite your completed essay.

UNACCEPTABLE (AI AS A REPLACEMENT FOR YOU)



- AI completed the work entirely, developed your research question, wrote a reflection or hiding any use of AI.