



ANGLICAN INTERNATIONAL SCHOOL JERUSALEM

AISJ Artificial Intelligence Usage Policy

1. Introduction

1.1 Purpose

The purpose of this document is to outline a framework by which students and teachers at AISJ can use to guide them in the use of Artificial Intelligence (AI) in school work when appropriate or with teacher guidance and permission. AISJ aims to promote the ethical, safe and effective use of Generative Artificial Intelligence (GenAI). This reflects AISJ's mission statement particularly the belief of "A spirit of co-operation, coupled with the development of individual study skills, self-discipline, and analytical thinking will equip our students for present and future learning."

1.2 Scope

This policy is relevant to all students and teachers in secondary school. It will outline definitions of important terms, appropriate usage of AI, what constitutes misuse of AI and the consequences for misuse of AI. In section 3.1, the policy outlines the permitted usage of AI for different age groups.

1.3 Policy

AISJ is committed to ensuring academic integrity and authenticity in accordance with school values and IB guidelines. AISJ also recognises the benefits of technology, specifically AI in enhancing teaching and learning. This policy aligns with AISJ's Academic Integrity Policy and has been written by staff members with input from students.



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2. Definitions

This section is taken from Managebac's "Responsible Use Policy for Artificial Intelligence in Schools".

To ensure a clear understanding of this Policy, below are definitions for key terms related to AI and related data technologies that may be used as a common understanding for these key concepts.

2.1 Generative Artificial Intelligence (GenAI)

In the context of this Policy, GenAI and related technologies refers to software platforms and services that mimic human language capabilities. It also refers to mechanised processes that can adapt to input to achieve specific goals. Examples include, but are not limited to:

ChatGPT

Bard

Claude

QuillBot

Grammarly

2.2 Ethical Use

In the context of this Policy, ethical use refers to the use of GenAI and data in a manner that respects our stated values. It also involves using these technologies in a way that is transparent, accountable, and consistent with our mission statement.

2.3 Student Voice

A student's "voice" refers to the tone and style that they normally use when communicating in writing. It may also include their grammar and spelling skills.



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3. Use of GenAI

3.1 Age

MY1-3

Students are not allowed to use AI at all for any school work, unless specifically asked to do so by a teacher as part of a class exercise. This includes any GenAI mentioned in 2.1.

MY4+

Informed by discussions with class representatives and teachers.

AI may be used in the same way that you would use a teacher, tutor, parent or friend. Students are also allowed to use spell check and the **basic** version of Grammarly to correct minor spelling and grammar errors.

Some allowed and suggested prompts include:

- Summarise this text for me in 5 bullet points.
- Rewrite this paragraph in language that is easier to understand for someone who's first language is not English.
- I have the following task to complete (insert instructions), break it down into 10 smaller tasks.
- Here is a piece of work I have written (insert work), using this rubric (insert rubric), what grade would I receive?
- Give me a list of 20 topics to study for my test on (insert subject).
- Create a 14 day study plan for the following tests (insert test details). I can spend 2 hours a day studying on weekdays between 18:00 and 21:00 and 6 hours on weekends between 9:00 and 17:00. Include 10 minute breaks.
- What is a good structure to use for an MY5 lab report?
- I need to write a one paged reflection on a project, what should my structure be?
- Guide me through the concept of (insert concept) with the help of an example.
- What is a good procedure for finding a bug in a code?

Further use of AI will always be up to the discretion of the class teacher.

As with any research project, students have a responsibility to fact check anything they extract or generate from GenAI.

Under no circumstances may students use AI for writing an assignment or improving the language of an assignment.



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Exceptions

- There may be exceptions to these rules for students in the Inclusion Needs Department as detailed in 3.4.
- In classes that contain a mixture of MY3 and MY4 students, AI usage is left to the discretion of the teacher within the bounds of the above rules.

3.2 Ethical Use and Misuse

As stipulated in the AISJ Academic Integrity Policy, students' work must be authentic. Using AI not only means the student's work is not their own but it can also act as a barrier to learning and understanding. In addition, when a teacher receives work that is inauthentic, they are unable to give helpful feedback to the student which defeats the purpose of assigning the work in the first place.

Using AI can fit into a number of types of academic misconduct:

- Fabrication - Some AI models will fabricate facts and history.
- Plagiarism - By using AI to write a piece of work, a student is putting their own name on work they didn't create.

3.3 Citations

Any citations generated with an AI platform must be checked thoroughly, as they can often be inaccurate. In general, it is recommended that students collect and format citations using a trusted citation generator. Citations should only be included if the student has actually read or used that source.

GenAI is considered to be a tertiary source of information, which when used is considered poor academic practice, as such students should avoid citing it as a source.

3.4 Inclusion

The Inclusion Needs Department may suggest that certain AI tools should be used by certain students as part of modification or accommodation to their work. This could include language translation tools, breaking down text and tasks, or helping to create work schedules. The use of these tools should only be under prior arrangement with the Inclusion Needs department, and teachers will be notified if any of these accommodations are put in place. Students without specific arrangements will be held to the same expectations as their peers, as outlined in this policy.



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5. Detection and Consequences

5.1 Detection

If a teacher detects that a piece of work is not written in a student's own voice, the teacher, along with the Dean, may call the student in to ask them about their work.

Teachers may use AI detection websites as supportive evidence for use of AI, but not as a sole piece of evidence.

AISJ is aware that AI detection websites are not foolproof and cannot be relied upon as a sole piece of evidence. However, what can be relied upon is teacher professional judgement, experience and intuition when it comes to recognising our students' voices in their work.

Teachers can ask to see a student's process as evidence of authenticity. This may be in the form of previous drafts for larger assignments.

5.2 Consequences

The consequences for use of AI will follow the *AISJ Academic Integrity Policy* as misuse of AI is a form of Academic Misconduct.

It is also important to note that some universities will ask the school about a student's academic integrity record before allocating them a place.

AISJ will not advocate for students who have any record of academic misconduct at the school.

6. Policy Reviews and Updates

This Policy will be reviewed at least annually or as often as necessary to address changes in laws or practices related to GenAI and related technologies. Changes to this policy must be communicated to all users in a timely manner.