

January 7, 2026



Safety and Security Bulletin

AI-Generated Non-Consensual Fake Images in Schools

Executive Summary

Educational institutions nationwide are confronting a serious form of technology-enabled abuse: students are using readily accessible artificial intelligence tools to create nonconsensual realistic fabricated explicit images of their peers. These "nudify," "clothing removal," or "deepfake" applications require only a single photograph and internet access to produce harmful content. The process is alarmingly straightforward: a student uploads a photo, initiates the generation process, and within minutes receives synthetic nude images that appear authentic but are entirely fabricated.

Technological Accessibility

The technology operates through three primary methods: digital clothing removal from photographs, facial transplantation onto explicit imagery of other individuals, or generation of entirely new fabricated scenarios. The barrier to creating such images has been effectively eliminated. Students require no technical expertise, specialized software, or financial resources to access these tools. Channels include mainstream social media platforms (TikTok, Instagram, Snapchat), peer networks, Discord communities, and pop-up advertisements. Purported safety mechanisms prove ineffective: age verification relies on unchecked attestations, terms of service lack meaningful enforcement, and content filters are routinely circumvented.

Underlying Motivations

- **Power Dynamics and Social Status:** Image creation provides students with perceived control over their targets. Within adolescent social hierarchies, this behavior serves as a mechanism for establishing dominance or advancing social position. When multiple students participate, diffusion of responsibility diminishes individual accountability.
- **Relationship-Related Factors:** Common precipitating events include romantic rejection, relationship dissolution, jealousy regarding former partners' new relationships, or coercive attempts to manipulate someone's behavior through threats of image creation or distribution.
- **Sexual Objectification:** These tools facilitate the literal objectification of individuals, transforming them into images for consumption without consent. Students may create such images to demonstrate sexuality, gain peer approval, or conform to social pressure. Some rationalize the behavior as "private" and therefore harmless, failing to recognize the fundamental violation involved.
- **Gender Disparities:** Approximately 90% of documented victims are female students, reflecting broader societal patterns of sexual objectification and harassment disproportionately affecting women and girls.

Impact Assessment

While the images are fabricated, the resulting harm is substantial and multifaceted:

- **Psychological Consequences:** Victims experience trauma responses consistent with those observed in sexual assault survivors, including acute shock, profound sense of violation, panic attacks, sleep disturbances, hypervigilance regarding image dissemination, and physical symptoms such as nausea and appetite loss. Many develop post-traumatic stress disorder, major depression, anxiety or eating disorders. Risk of self-harm and suicidal ideation increases significantly. Self-blame is common despite victims bearing no responsibility.
- **Educational and Social Disruption:** Victims demonstrate school avoidance behaviors, experience academic decline, withdraw from extracurricular activities and face social isolation as peers' distance themselves. Some students transfer schools or pursue alternative educational arrangements. Trust in relationships becomes severely compromised.
- **Digital Permanence:** Once created and distributed, images persist indefinitely across digital platforms. They may be repeatedly shared, archived on multiple sites and resurface unexpectedly. Future employers, college admissions personnel, and potential romantic partners may encounter these materials. Reputational damage includes persistent false assumptions regarding victims' sexual behavior and character, even after the fabricated nature becomes known.
- **Community-Wide Effects:** These incidents generate climates of fear among student populations, particularly female students. They compromise the fundamental safety of educational environments. Inadequate institutional responses normalize harmful behavior and signal tolerance for such conduct.

Legal Framework

- **Federal Jurisdiction:** Creation, possession, or distribution of AI-generated explicit images of minors may constitute federal offenses under child sexual abuse material (CSAM) statutes. The PROTECT Act of 2003 explicitly addresses computer-generated images that are "indistinguishable from" or "virtually indistinguishable from" actual minors. Additionally, Title IX requires federally funded educational institutions to address such incidents as sexual harassment.
- **State Jurisdiction:** In August 2025 it became a misdemeanor in Michigan to create or share these kinds of deepfakes, escalating to a felony in cases of harassment, financial harm, or intent to profit. A depicted individual or a person representing the depicted individual may also bring a civil action against a person for the nonconsensual creation or dissemination of a deep fake.
- **Legal Ambiguities:** Unresolved questions persist regarding minor-on-minor incidents, First Amendment considerations, jurisdictional determinations when creation and distribution cross state boundaries, and platform liability standards.

Required Institutional Responses

Educational Institutions

- Treat all reports with appropriate seriousness and conduct immediate victim safety assessments
- Implement containment measures including directing image deletion and initiating platform removal requests
- Maintain comprehensive documentation and execute appropriate notification protocols
- Coordinate with law enforcement agencies for criminal reporting purposes
- Revise codes of conduct to include explicit definitions, prohibited behaviors, and clearly articulated consequences (mandatory counseling, suspension, expulsion, law enforcement referral)
- Provide staff training on victimization indicators and trauma-informed response protocols
- Establish multiple reporting mechanisms (in-person reporting to designated personnel, anonymous tip lines, secure digital submission systems)
- Implement developmentally appropriate prevention education curricula across grade levels
- Ensure access to crisis counseling for victims and intervention services for perpetrators

Parents and Guardians

- Engage in ongoing dialogue with children regarding consent principles, digital permanence, and critical evaluation of technology
- Implement age-appropriate device monitoring while respecting developmental needs for privacy and autonomy
- Model appropriate digital citizenship in personal online behavior
- Monitor for concerning indicators: sudden device-related secrecy, mood alterations, family withdrawal
- When children are victimized: provide immediate validation, maintain composure, refrain from reviewing images (which may exacerbate trauma), contact school administration and law enforcement as appropriate, secure professional mental health services
- When children create images: avoid minimization, ensure comprehension of harm caused, investigate underlying factors, cooperate with institutional and legal investigations

Students

- Creating such images inflicts genuine psychological trauma and constitutes a fundamental violation of individual rights
- Consequences include school expulsion, criminal prosecution (potentially including sex offender registration), and lasting barriers to college admission and employment
- For victims: responsibility lies entirely with perpetrator. Immediate reporting to trusted adults is essential, evidence preservation (excluding explicit images themselves) is important, professional support should be accessed
- For witnesses: image sharing compounds harm, reporting to authorities is appropriate, victim support should be provided, personal attitudes and behaviors warrant examination

Conclusion

Addressing this issue requires coordinated action among all stakeholder: students, parents, educators, administrators, policymakers, and technology platforms. Solutions must include fostering respectful institutional cultures, implementing comprehensive prevention education, ensuring perpetrator accountability, providing non-judgmental victim support, and demanding platform responsibility.

William D. Brown



James Antoine



Albert Lombard



Jamie Walle



Scott VanBonn



Mykie Reilly



Samantha Ball



Dr. Christie Robinson



Don Ivers



Matthew Montange



Tim Reeves

