



SECONDARY ARTIFICIAL INTELLIGENCE POLICY

Anglican International School Jerusalem

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1. Philosophy & Purpose

At AISJ, we recognize that AI has created a new reality in education—and although we believe that there is no substitute for human interaction—we aim to promote the ethical, safe and effective use of Generative Artificial Intelligence (GenAI) as a tool. 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.”

The purpose of this document is to provide a framework for students and teachers regarding permissible and responsible student use of Artificial Intelligence (AI) for teaching and learning at AISJ. We are committed to ensuring academic integrity and authenticity in accordance with school values and IB guidelines—and we recognize 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 members of staff, with input from students.

2. Use of GenAI

2.1 Generative Artificial Intelligence (GenAI)

In the context of this Policy, GenAI and related technologies refer 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
- Gemini
- Claude
- QuillBot
- Grammarly
- Copilot

2.2 AI Guidelines according to Grade Level

MY1-3

Students are not allowed to use AI at all for any schoolwork, 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. Students should not accept any AI-generated suggested improvements from Grammarly.

Some allowed and suggested prompts for **planning and preparing (but not writing) an assignment** include:

- Summarise this textbook page for me in 5 bullet points to help me study for my exam.
- English is not my first language. Rewrite this paragraph (something I am reading) in language that is easier to understand.
- I have the following task to complete (insert instructions), break it down into 10 smaller tasks.
- 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 my MY5 lab report?
- I need to write a one-page 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 parts of an assignment or upload an entire piece of work for corrections.

Any AI tools which are age restricted (i.e. 18+), should not be used.

For example, ChatGPT has the following age restrictions:

“ChatGPT is not meant for children under 13, and we require that children ages 13 to 18 obtain parental consent before using ChatGPT. While we have taken measures to limit generations of undesirable content, ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts.”¹

Exceptions

- There may be exceptions to these rules for students in the Inclusion Needs (IN) Department as detailed in 2.6.
- In classes that include both MY3 and MY4 students, AI use is left to the discretion of the teacher within the bounds of the above rules.
- **AI language improvement may not be used in Language Acquisition subjects, including English B, unless students are specifically instructed to do so by their teacher.**

2.3 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.

¹ OpenAI, 2026.

2.4 Data Protection

Students are not allowed to input any sensitive data into an AI tool. This includes but is not limited to:

- Names of other students/parents/staff members
- Phone numbers
- Email addresses
- Medical information

2.5 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.

When AI has been used in an assignment, it should be acknowledged according to the guidance in the appropriate AISJ secondary school referencing guide ([MY1-3](#) or [MY4-DY2](#)). In addition to that, we would encourage students to be transparent with their AI usage and acknowledge when AI has been used as part of their planning process, for example with developing a research question.

The IB gives the following guidance for citing AI:

“If they use the text (or any other product) produced by an AI tool—**be that by copying or paraphrasing that text or modifying an image**—they must clearly reference the AI tool in the body of their work and add it to the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.”²

² International Baccalaureate Organization 2016.

2.6 AI and 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.

3. Detection and Consequences

3.1 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 or edit history on a Google Doc for larger assignments.

3.2 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. **The school may not advocate for students who have any record of academic misconduct at AISJ.**

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