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Guidance on the Use of AI

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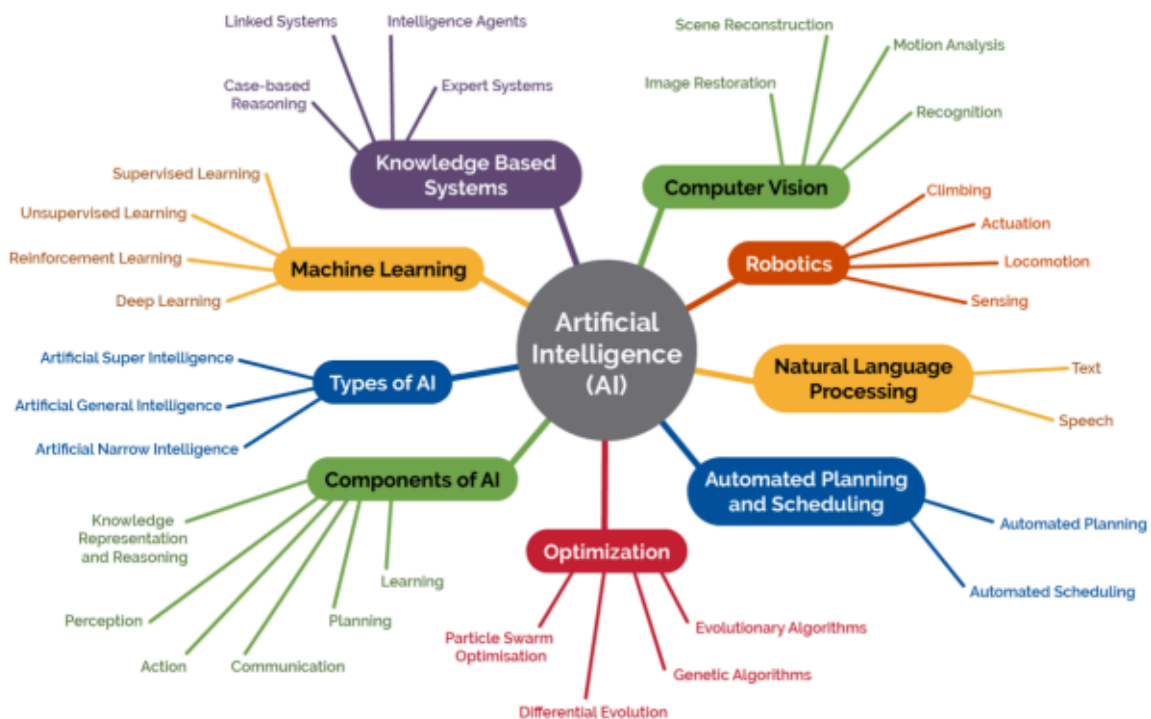
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Purpose

This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed,

AI is not one thing but an umbrella term for a growing set of modeling capabilities, as visualized in Figure 3.

Figure 3: Components, types, and subfields of AI based on Regona et al (2022).¹²



Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Bard, Bing Chat, ChatGPT, Perplexity.ai, Adobe Firefly, and DALL-E, that can produce new content, such as text, images, or

music, based on patterns they've learned from their training data.¹ This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. Think of it as teaching a computer to be creative based on examples it has seen. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

At ASW we believe technology provides a wealth of educational opportunities for students, teachers, and parents. Use of these resources requires responsible use. Students must understand their responsibilities when using the American School of Warsaw (ASW technology resources)

Academic integrity policy

link

Responsible use policy - ES and US

📄 English - Devices at ASW (an updated RUP in Action) FEB 2021 Edit (1).pdf

📄 Secondary school RUP 2023_24.pdf

Relevant Policy

- 5.03 Personal Data Protection
- 7.01 Curriculum
- 7.02 Assessment and Reporting
- 7.03 Instructional Practices
- 8.06 Conduct - General
- 8.11 Student Discipline

Scope

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used at school or in any capacity as an ASW community member. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

¹ OpenAI. (2023). ChatGPT (September 25 Version) [Large language model]. <https://chat.openai.com>

Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI as well as 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 support all of our students to 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. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide among students and staff. We are committed to evaluating AI tools for biases and ethical concerns, ensuring they effectively serve our diverse educational community.
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 different learning abilities, 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 teaches critical skills for students' futures. Students 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 realize the benefits of AI in education, address risks associated with its use, 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.
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 any organizational and academic decisions and changes. We reject the notion of AI as replacing teachers. Teachers, staff, and students

must be “in the loop” whenever AI is applied to notice patterns and automate educational processes. We call upon all constituents to adopt Humans-in-the-Loop as a key criteria ([ref](#))

7. **We commit to 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.

Responsible Use of AI Tools

ASW 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, with input from students and families, while the school will ensure compliance with applicable laws and regulations regarding data security and privacy.

Artificial Intelligence tools continue to evolve and influence how students learn and how they demonstrate their learning. In line with IB philosophy and ASW’s commitment to helping students ask the right questions and develop the life skills needed to change the world for the better, we believe that AI has powerful potential to positively impact learning.

Appropriate AI use should be guided by the specific parameters and objectives defined for an activity.² Below are some examples of responsible uses that serve educational goals. **In all cases**, any submitted work which is not original student work must be properly cited.

Student 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, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students.

² 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>

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 standardized 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 customizing 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, personalizing 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.
- **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.

Restrictions on the Use of AI Tools

In our journey to harness the potential of AI to enrich education, we acknowledge the importance of navigating its risks with care. Here, we outline the uses of AI tools that fall outside our guidelines, along with the steps we're taking to lessen those risks.

Student Learning

- **Bullying/harassment:** Using AI tools 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 nor translations of their 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. This includes using AI to translate from one language to another.
- **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, such as falsely reporting plagiarism by non-native English speakers. 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."³

³ U.S. Department of Education, Office of Educational Technology, Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations, Washington, DC, 2023.

- **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. If teachers are using AI to support report-card comments, they should not use students names or any personally identifiable information.

School Management and Operations

- **Compromising Privacy:** The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our system's ethical principles. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies:** We will evaluate AI tools for compliance with all relevant policies and regulations, 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.

Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.⁴


- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

AI and Academic Integrity

Artificial Intelligence tools continue to evolve and influence how students learn and how they demonstrate their learning. In line with IB philosophy and ASW's commitment to helping students ask the right questions and develop the life skills needed to change the world for the better, we believe that AI has powerful potential to positively impact learning. Thus, we believe the appropriate approach is to teach students how to use these developing technologies effectively, rather than focusing on banning them.

⁴ International Center for Academic Integrity [ICAI]. (2021). The Fundamental Values of Academic Integrity. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity

The guidance below is intended to clarify expectations regarding artificial intelligence tools.

- Teachers should make clear to students the difference between learning tasks (which may make full and unlimited use of AI) and assessment tasks (in which AI use may be restricted or prohibited). This is similar to practices that allow unlimited resources and/or collaboration with others during learning tasks, but not during assessments. This could be useful (or something similar) 

Can I Use AI on this Assignment? Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc)
This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard, etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NCDPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
Link to Original Work



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- Any and all uses of AI must be cited. This includes, but is not limited to: initial research, organization of ideas; writing initial drafts; proofreading final drafts. The IB and ASW do not consider any work produced - even only in part - by AI to be the student's own work. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. Since AI does not reliably reproduce the same results to identical inquiries, students are expected to include full documentation of AI searches as appendices. For more information on citing AI see the [ASW library libguide](#).
- As with any technology, teachers are expected to abide by a platform's terms of use agreement. For example, OpenAI's (Chat GPTs) Terms of Use state that users must be 13

or older and that users under the age of 18 require the permission of a parent or guardian.

- In general, AI should not be used for a component or aspect of the task that is assessed. For example, in a task designed to assess a student's ability to organize their ideas, AI may be used to brainstorm or research but should not be used to produce an outline of the essay. Teachers need to be explicit about when AI is and is not allowed.
- AI is not yet considered a reliable source of information. Similar to Wikipedia, students should verify any information obtained from AI by asking for, and going to, the original source. Students should always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.
- With long-term tasks, teachers are expected to monitor the development of students' ideas and work throughout the task. This may include the use of graphic organizers, one-on-one conversations, monitoring of rough drafts, and other practices that are harder to duplicate by AI.

AI for spelling, grammar, and translation

- With the exception of Language & Literature and Language Acquisition classes, assessments do not (generally) assess spelling, punctuation and grammar. Therefore, the use of AI to improve these aspects of an assessment is of limited benefit. If a student chooses to use AI software to fix grammar and spelling, they are required to submit both the pre-AI version and the post-AI versions.
- For certain assessments, including those submitted to the IB (i.e PP, TOK, EE, internal assessments), students are directed to use spell- or grammar-check rather than AI software to avoid potential unintentional academic misconduct.
- Software to improve language and grammar is not allowed for language acquisition assessments
- Students cannot write essays in one language and use translation software to submit them in another language. Spell checkers, grammar checkers and bilingual dictionaries are generally allowed in courses other than language acquisition, when spelling, grammar and word choice is not being assessed.

Security, Privacy, and Safety

We will implement reasonable security measures to secure AI technologies against unauthorized 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. We need to ensure that any AI tools used at ASW comply with GDPR requirements.


Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized 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.

Review and Authorization

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.

 *For more information to inform ethical AI procurement:*

- [Common Sense Media AI Ratings System](#)
- [Emerging Technology Adoption Framework](#)
- [The Ethical Framework for AI in Education](#)
- [SIIA Education Technology Industry's Principles for the Future of AI in Education](#)
- [EdSAFE AI SAFE Benchmarks](#)

 *Sample language to consider when reviewing your Privacy Policy: Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization.*