MYP ARTIFICIAL INTELLIGENCE POLICY

AIS VISION
A community fostering respect, leadership, and empathy through interculturalism and the joy of learning.

AIS MISSION
Through a rigorous, trilingual program, we fuel inquiry and inspire each other to develop critical thinking skills in a community where curiosity is valued, adventurousness is encouraged, and diversity is honored.

1. Introduction

Artificial Intelligence (AI) is an increasingly important part of the modern world, shaping how we learn, work, and communicate. At Austin International School, we recognize the importance of preparing students to engage thoughtfully, responsibly, and effectively with AI technologies while continuing to develop their critical thinking skills, build concrete knowledge, and take ownership of their learning. AI should support and enrich the learning process, but it should never replace the thinking, knowledge, inquiry, and effort that students need to develop independently. This policy outlines how students may and may not use AI as part of their learning in the Middle Years Programme (MYP).

2. Academic Integrity

Academic integrity remains a core value of the MYP. All student work must reflect their own, research, thinking, understanding, and effort. The use of AI must never replace a student's original ideas or be used to complete work dishonestly. Submitting AI-generated content as one's own, without explicit permission, constitutes academic misconduct. Students are expected to be transparent about any authorized use of AI and to follow all teacher guidelines for each assignment.

3. AI Literacy and Student Training

Austin International School will provide students with explicit training on the responsible and effective use of Artificial Intelligence. The goal of this training is not simply to teach students how to use AI tools, but to help them understand when, why, and how AI may be used as part of learning.

Student training will include:

• Ethical considerations, including academic integrity, authorship, bias, misinformation, and responsible use.

• Safety and privacy considerations, including protecting personal information, recognizing unsafe or inappropriate outputs, and understanding the risks of sharing information with AI systems.

• How to write effective prompts, evaluate AI-generated responses, identify inaccuracies, and refine AI outputs critically.

• Environmental considerations, including awareness that AI systems require significant computing resources and energy.

• The difference between using AI as a learning support and allowing AI to replace the student's own thinking, knowledge, or work.

AIS places particular emphasis on the development of students' thinking skills and concrete knowledge. AI should support learning, inquiry, creativity, and reflection, but it should not replace the intellectual work students need to do themselves. Students must continue to develop the knowledge, skills, independence, and critical thinking necessary to learn without AI assistance when required.

4. Approved AI Platform and Access

AIS will provide students with access to Gemini as the school's designated AI platform. To support student safety, consistency, and appropriate supervision, other AI websites and AI platforms will be blocked on school-managed student devices and networks. Students may use Gemini only through the specific website designated by AIS and only when a teacher has explicitly authorized AI use for the activity.

AIS will also block automatic AI-generated overviews and similar AI-generated search features in the Google browser/search environment. Students are expected to access AI intentionally through the approved Gemini website rather than through automatic AI features embedded in search results.

These restrictions are intended to create a clear and consistent learning environment in which students understand when AI is available and which AI tools they are permitted to use.

5. Use of AI for students

AI tools are not permitted for use in MYP subjects, projects, or student work unless explicitly stated otherwise by the teacher. The AIS curriculum is designed to develop students' independent research, critical thinking, source evaluation, and knowledge, which must be demonstrated without AI assistance unless AI use has been specifically authorized for a particular assignment or task. Students may only use AI when a teacher has clearly stated that it is permitted and within the boundaries established for the activity. When in doubt, students must ask their teacher before using any AI tool.

a. Authorized Uses of AI

When explicitly permitted by the teacher for a task, AI may be used for specific learning activities, including:

- Generating images or creative content for designated assignments
- Assisting with drafting or structuring written work (with proper acknowledgment)
- Research sources

All AI use must align with the instructions and boundaries set by the teacher.

Traffic Light Model for AI Use

To make expectations clear and consistent, teachers will indicate the level of AI authorization for each assignment or activity using a traffic light model:

GREEN – Fully authorized

AI is permitted for the assignment or activity. Students may use Gemini within the limits and instructions provided by the teacher.

YELLOW – Partially authorized

AI is permitted only for specifically identified parts, stages, or tasks of the assignment. The teacher will clearly explain which uses are authorized and which remain the student's own work.

RED – Not authorized

AI may not be used for any part of the assignment or activity. Students must complete the work independently without AI assistance.

The traffic light designation should be communicated clearly to students before they begin the relevant task. When there is any uncertainty, the default remains that AI is not permitted unless the student asks the teacher and receives permission.

AI Use Log

Whenever AI use is authorized, students may be required to maintain an AI log as part of the assignment. The log will document the student's interaction with AI and help demonstrate responsible and transparent use.

The AI log should include:

- The original prompt(s) entered by the student.
- Any subsequent or refined prompts.
- A brief indication of how the AI response was used, evaluated, adapted, or rejected.
- Where appropriate, the final student work showing the student's own contribution and thinking.

The purpose of the AI log is to make the learning process visible and to reinforce that students remain responsible for the accuracy, quality, and ownership of their work.

b. Developing Prompting Skills

Students will be taught how to interact with AI tools responsibly, including how to design effective prompts based on specific learning needs. This includes understanding how to ask clear questions, evaluate AI-generated responses, and refine outputs critically rather than accepting them as a fact.

c. AI in Language Learning

AI tools may be used to support language acquisition, including vocabulary practice, grammar support, translation comparisons, and conversational simulations.

d. Privacy and Data Protection

Austin International School is committed to protecting student privacy and personal data. Students must not upload or share personal, sensitive, or identifying information when using AI tools. No student image, video, or identifiable data may be used with AI systems without explicit parental consent. Violations of this policy will be taken seriously.

6. AI Detection and Verification of Student Work

When appropriate, teachers may use AI-detection tools as one source of information when reviewing student work.

Tools may include:
- Pangram
- Copyleaks
- GPTZero
- Grammarly
- Scribbr
- QuillBot
- Other appropriate AI-detection or verification tools as they become available.

AI detectors are not considered definitive proof of AI use. Teachers will use professional judgment and may combine detection results with other evidence and strategies, including:

- Reviewing partial work completed during class and comparing it with the final submitted work.
- Asking students to explain their ideas, process, sources, or revisions.
- Reviewing drafts, notes, outlines, or other stages of the student's work.

• Becoming familiar with students' demonstrated skills, vocabulary, level of knowledge, and writing style over time.
• Considering whether the submitted work is consistent with the student's demonstrated classroom performance.

If a student's work is flagged as more than 85% AI-generated by an AI-detection tool, the teacher will hold a conference with the student to discuss the work, the student's process, and the circumstances of the submission. Following this conference, the teacher will determine the appropriate further action based on the evidence available, the assignment expectations, and the school's academic integrity procedures.

7. Teacher and Administrator Use of AI

AI tools may also be used by teachers and administrators as professional and educational supports. Staff may use approved AI tools to assist with planning, generating ideas, creating resources, developing practice activities, adapting materials, and providing differentiated learning opportunities.

Teachers may use AI to help provide activities and differentiated work that respond to students' different learning needs, levels, interests, and areas for practice.

Teacher and administrator use of AI must remain consistent with AIS expectations regarding privacy, safety, confidentiality, professional judgment, and the protection of student information. AI-generated materials should be reviewed by the staff member before being used with students. AI should support, rather than replace, the professional judgment and responsibility of teachers and administrators.

POLICY DOCUMENTATION Review process. The AIS MYP Artificial Intelligence Policy is a living document and will be reviewed periodically to reflect current practices in the school, international best practices for AI use, and other practices required by the government or accrediting agencies. The policy was reviewed on October 1st, 2026.
Contributions to this policy include:
● Head of School (Ariane Baer-Harper)
● MYP Coordinator (Claudine Escobar-Durand)
● Middle School Coordinator (Benjamin Vila)
● IB Teachers