

Generative AI Usage Policy Template for Schools

WHAT IS THIS?

Generative AI tools offer great potential in enhancing educational experiences, yet they come with ethical and safety challenges. This policy template provides schools with foundational guidelines for using AI responsibly in education. It focuses on safeguarding the wellbeing of students, teachers, and the wider school community, ensuring that AI's integration into classrooms is both beneficial and secure.

WHO IS IT FOR?

This template is crafted for school administrators and leaders. It serves as a flexible framework to guide the implementation of generative AI in educational settings. Administrators should review and tailor it to align with their school's specific requirements and goals, ensuring a relevant and effective approach to AI adoption.

WHEN CAN THIS BE UTILISED?

Schools can use this policy when they're considering or preparing to introduce generative AI tools into their educational environment. It's especially useful during the planning stage, helping to lay a solid foundation for integrating AI into teaching and learning processes in a thoughtful and structured manner.

DISCLAIMER

This is a sample policy template, and should be used only as a starting point. It needs to be customised to suit your school's unique context. It's important to involve legal experts to address specific legal and privacy issues, ensuring that your school's use of AI is compliant with relevant laws and regulations and respects the privacy and rights of all members of the school community.

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1. Purpose of the Policy

1.1 Scope and Applicability

This policy is established to provide clear guidelines and procedures for the responsible and ethical use of generative AI tools within [School Name]. It is designed to address the responsibilities of all stakeholders, including educators and students, who will engage with generative AI tools within the school environment.

1.2 Definition of Generative AI Tools

In this document, generative AI tools refer to computer programs, apps, websites, or software that can generate text, images, or other content using generative AI models. This includes Large Language Models (LLMs) such as ChatGPT, Bing AI, and Bard.

2. Authorisation and Access

2.1 Roles and Responsibilities

- School Administrators: Administrators are responsible for evaluating and overseeing AI tool implementation.
- Educators: Educators will use AI tools in alignment with this policy.
- Students: Students will follow guidelines when using AI tools.
- IT Staff: IT staff will support AI tool implementation and security.

2.2 Evaluation and Authorisation Process

All generative AI tools must undergo a comprehensive evaluation led by school administrators before they are introduced into the classroom. This evaluation process includes an assessment of the tools' ethical standards and data security measures to ensure their alignment with data privacy regulations.

2.3 Age

Age restrictions and recommended age guidelines must be followed for each AI tool. Students under 13 years of age should only utilise AI tools in the classroom under educator supervision.

2.4 Parent Acknowledgement

Prior to the use of generative AI tools in the classroom, parents or guardians are required to provide their acknowledgment by signing a form. This form shall provide a clear explanation of the classroom's use of generative AI tools. It is essential for parents or guardians to be fully informed about the possibility of personal data collection by AI models and to gain an understanding of the school's policies regarding the responsible and ethical use of AI.

3. Academic Integrity

3.1 Authorised Student Use Cases

Generative AI tools may be employed by students for educational purposes, such as research, creative arts, data analysis, content generation, and summarization. Students are allowed to integrate generative AI into their homework or assignments, provided they are transparent about the use of AI in their work and appropriately credit or cite AI-generated content when it is utilised. These tools are intended to enhance the learning experience and promote academic growth while maintaining transparency and academic honesty.

3.2 Unauthorised Uses

Students are strictly prohibited from using generative AI tools for dishonest purposes, including:

- **Plagiarism:** It is not permissible to use generative AI tools to plagiarise entire or substantial portions of any work.
- **Claiming AI-Generated Work as Original:** Students must always provide proper citations and credit when submitting AI-generated content, and they must not claim such content as their own without appropriate citation.
- **Unethical or Dishonest Purposes:** Generative AI tools should not be utilised for any dishonest or unethical purposes, such as cheating on assignments, assessments, or any form of academic dishonesty.
- **Inappropriate Content Generation:** Students may not use generative AI tools to generate inappropriate, harmful, or toxic content.

3.3 Breach of School Rules

Any student found to be in breach of the academic integrity guidelines, particularly in cases of plagiarism from generative AI tools, will be subject to disciplinary action in accordance with the school's established policies and procedures. Maintaining the highest standards of academic integrity is a fundamental part of our educational community, and violations will be addressed with the seriousness they deserve.

4. Responsible and Ethical Principles

4.1 Responsible AI Use

Generative AI tools will be employed in a responsible and ethical manner, prioritising their educational benefits while avoiding any potential harm.

4.2 Transparency

All members of the school community, including educators and students, will maintain transparency regarding the use of AI tools, citing when and how these tools are integrated into their work.

4.3 Accountability

The use of generative AI tools comes with the responsibility of being accountable for the content we choose to use in our work. Toxic, harmful, biased, or discriminatory content should not be incorporated into any work produced using these tools.

4.4 Accuracy and Verification

AI-generated responses may not always be accurate. Generative AI can create erroneous information, so it is the user's duty to verify its accuracy and refrain from spreading misinformation.

4.5 Bias Mitigation

Educators have a duty to ensure that students are aware of potential biases in AI tools and understand that this is a limitation of AI-generated information. Educators must also actively monitor and capture biases in outputs that may perpetuate discrimination or disadvantage certain student groups.

4.6 Critical Reflection

Educators are encouraged to actively engage students in frequent critical thinking exercises to reflect on the outputs generated by AI tools. They should promote healthy digital habits in the classroom, instructing students in the responsible use of generative AI tools, and fostering an understanding of both the advantages and limitations of such tools.

5. Privacy and Security

5.1 Data Management and Security

School administrators are responsible for safeguarding personal and sensitive student data, ensuring strict adherence to established privacy and security standards. Prior to granting students access to AI tools, the school shall conduct thorough reviews of each tool's privacy policies and terms of use.

5.2 Data Privacy

To uphold data privacy, it is essential to remove any personal or confidential information when engaging with generative AI tools. Educators and students must be educated on the importance of removing personal and confidential information from inputs.

5.3 Device Security

All devices used to access generative AI tools must adhere to the school's device use policy. The IT staff shall be responsible for keeping devices and operating systems up to date with the latest security patches. Only authorised and secure websites provided by trusted providers should be accessed on school devices.

5.4 Login Credentials

For accessing generative AI tools or LLMs within the school environment, institutionalised accounts (school emails) must be utilised. Personal accounts should not be used for this purpose.

5.5 Safety Settings

IT staff shall be responsible for configuring and maintaining safety settings, and where necessary, implementing parental controls in the tools to ensure a secure and controlled environment.

6. User Training and Education

6.1 Professional Development Training

Before introducing generative AI and Large Language Models (LLMs) into the educational environment, school administrators and educators are required to be trained in the fundamental knowledge about generative AI and LLMs, and how to effectively incorporate them into the classroom. As a starting point, educators may refer to resources such as [Microsoft's Generative AI Toolkit for Teachers](#).

Administrators and educators are encouraged to engage in continuous learning on this subject through workshops, online resources, and other learning streams to stay informed about the latest trends, best practices, and the responsible use of AI tools.

6.2 Student Awareness

Educators are responsible for conducting educational sessions for students prior to the introduction of any generative AI tools in the classroom. These sessions should encompass the following areas:

1. Understanding of Generative AI: Students should be educated on how generative AI functions, its potential benefits for education, and its inherent limitations.
2. Awareness of Limitations: This awareness should include discussions about biases, hallucinations, potential inaccuracies, and data security concerns associated with generative AI.
3. Appropriate Use Cases: Students must be informed about appropriate use cases, as well as the importance of avoiding inappropriate or unauthorised uses, as outlined in section 3 of this Policy.

7. Policy Review and Approval

7.1 Review

This policy will be reviewed by school administrators and associated committees at least every [X] year(s).

In acknowledgment of the rapidly evolving landscape of generative AI, the policy may be subject to more frequent reviews to promptly address emerging changes or regulatory developments.

7.2 Approval

Any significant changes to the policy must be approved by the school administrators and associated committees.

Approved by: [Insert Names]

Date of approval: [Insert Date]

Reviewed by: [Insert Names]

Review date: [Insert Date]