

AI Guidelines

International School Manila



International School Manila

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AI GUIDELINES

Overview

At ISM our mission is to build a vibrant and enterprising learning community that reflects our values of Integrity, Service, Merit. Achieving our personal best, both collectively and individually, demands that we regularly examine the ways in which teaching and learning may be impacted by evolving technologies and the varied literacies required to succeed. Our Key Learning Principles guide how we design learning engagements and adapt practices throughout the process of teaching and learning. The ISM Learning Skills and Dispositions provide a focus on how to learn and the behaviors we foster and expect individuals to demonstrate throughout the learning process. These elements form the core of an ISM education and provide the basis for the use of artificial intelligence and evolving technologies. Two additional statements further underpin the guidelines.

ISM believes AI should support learning rather than replace human thought and effort. It is a tool for enhancing creativity, efficiency, and problem-solving but must be used transparently, responsibly, and ethically. This policy provides clear guidelines on AI's role in the high school environment, ensuring students and teachers use AI in alignment with ISM's values of integrity, excellence, and service.

Technology Use Policy Introductory Statement- Faculty Handbook

The rapid rate of technological change and its impact on society requires a constant redefining of what it means to be a professional, to be an educator, and a member of a community centered around education. It remains the duty of any ISM employee to strive to understand how their lives are changing, the impact technology and social media have on their interactions, relationships, and perception of the world around them. A policy such as this will be in a permanent state of transformation and it is the professional expectation that common sense and good judgment is applied in the interpretation of the policy while always acting in accordance with ISM's core value of integrity.

Educational Technology Philosophy Statement

Educational Technology at ISM equips and empowers students, faculty, and all stakeholders with the skills, knowledge, and mindset to navigate, contribute responsibly, and flourish in an ever-changing digital world. Our technology vision is rooted in our Key Learning Principles, ensuring that our approach to technology supports and extends the educational experience for all. As individuals and a community, we commit to uphold and practice the ethical and responsible use of technology and digital tools.

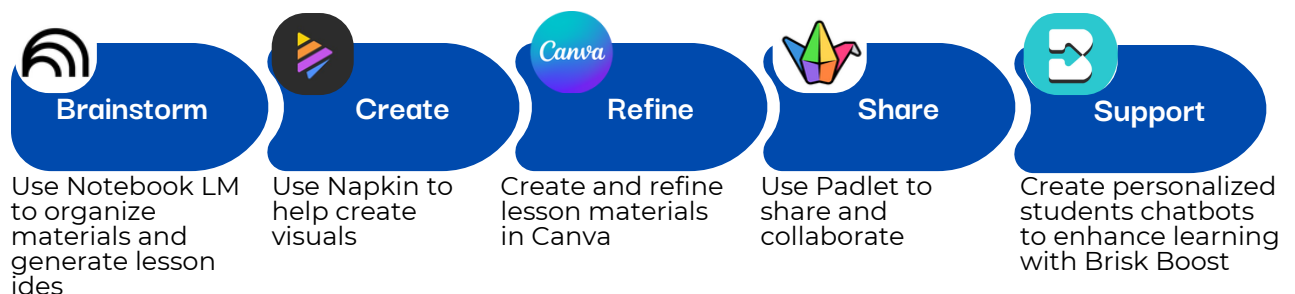
This document will be reviewed annually to adapt to technological advancements and community feedback.

AI GUIDELINES

AI Tools and Usage Guidelines

This list of AI tools and platforms should be viewed as a starting point for teachers and students as they begin to explore the use of AI in education. AI models like ChatGPT, Gemini, and others are not included as these are well known and widely used for many purposes. The tools on this list have features purpose built for education. Please take careful note of the user information. Any tools identified as teacher only are either specifically made for teachers or do not meet ISMs expectations of age appropriateness and data privacy required for student use. ISM community members are strongly encouraged to read and consider the terms and conditions and privacy statements of any AI tool they would like to try prior to creating an account. **Students under the age of 13 should never use apps or platforms that require them to create an account, unless the account has been made for them by the school.**

Teacher Workflow Example



Student Workflow Example



Padlet

Visual collaboration platform. It is a popular tool for sharing resources and facilitating class discussions. New AI tools allow users to generate padlets and images with AI. ISM has a school Padlet account that allows unlimited Padlets for users. Click on the link below to create your account

Category

Teacher Practice Support

Primary-Use Case

Multimodal Instruction

Accounts

Premium School Accounts

User Information

Teachers

Students



[Visit](#)



Canva

Multimedia design tool. New AI tools, called Magic Tools allow users to generate images, video, other media, as well as writing. ISM has a school Canva account with premium access for users. Click on the link below to create your account.

Category

Media Creation

Primary-Use Case

Generate Classroom Materials

Accounts

Premium School Accounts

User Information

Teachers

Students



****Magic *Write* is only available for teachers**

[Visit](#)



NotebookLM

Google's AI-assisted research and notetaking tool that helps teachers organize information. Uses AI to summarize notes, generate insights, and create study guides. All teachers have full access to NotebookLM.

Category

Teacher Practice Support

Primary-Use Case

Generate Classroom Materials

Accounts

Premium School Accounts

User Information

Teachers

18+

[Visit](#)



Diffit

AI-powered tool that adjusts the reading level of texts while preserving meaning. Allows teachers to differentiate instruction by providing leveled reading materials for diverse learners.

Category

Teacher Practice Support

Primary-Use Case

Study Material Generation

Accounts

Free Accounts for teachers

User Information

Teachers

18+

[Visit](#)



Brisk Teaching

A powerful AI teaching assistant and Chrome extension that integrates with apps like Google Suite to level and translate texts, plan lessons, produce study materials, and generate questions.

Category

Teacher Practice Support

Primary-Use Case

Tool Suite for Teachers

Accounts

Free Accounts for teachers

User Information

Teachers

18+

[Visit](#)



Magic School

A comprehensive AI education platform with over a hundred tools for teachers. Free accounts are available for teachers with data limitations.

Category

Teacher Practice Support

Primary-Use Case

Tool Suite for Teachers

Accounts

Free Accounts for teachers

User Information

Teachers

18+

[Visit](#)





Napkin

AI tool for converting text to visuals. Napkin is different from an image generator. The visuals that Napkin creates are fully editable graphs, flow charts, mind maps and more.

Category

Media Creation

Primary-Use Case

Multimodal instructional materials

Accounts

Free Accounts

User Information

Teachers

18+

[Visit](#)



School AI

A comprehensive AI tool platform with over a hundred tools for teachers. Teachers can also create tutors and custom chat bots for students.

Category

Teacher Practice Support

Primary-Use Case

Tool Suite for Teachers and student
Chatbot creator

Accounts

Free Accounts for teachers with limited
student users per day

User Information

Teachers and Students

ES MS HS

[Visit](#)



Perplexity

AI-powered research assistant that helps students and teachers quickly find reliable information. Provides sourced answers and summaries to streamline research and lesson preparation.

Category

Research

Primary-Use Case

AI assisted research

Accounts

Free Accounts with standard model AI

User Information

Teachers and Students

MS HS 13+

[Visit](#)



Brisk Boost

A feature of BriskAI, Teachers can use Boost to instantly create student facing AI chatbots based on any online resource including your lesson slides. These can be used as exit tickets or mid lesson check ins.

Category

Student Support/Assessment

Primary-Use Case

Create student chat bots based on your
lesson materials

Accounts

Free Accounts

User Information

Teachers and Students

ES MS HS

[Visit](#)



Magic Student

Within Magic School, teachers can create rooms of premade or custom made student AI tools. The rooms can be shared with students through a link, QR code or directly posted to Google Classroom.

Category

Student Support/Assessment

Primary-Use Case

Tool suite for students curated by
teachers

Accounts

Free Accounts with limited data

User Information

Teachers and Students

ES MS HS

[Visit](#)



Mizou

AI chatbot creator for multilingual tutoring, assessment and grading across 50 languages. Teachers can create free accounts with limits on the number of students that can use the chatbots each day.

Category

Student Support/Assessment

Primary-Use Case

Instructional Chatbots

Accounts

Free Accounts for teachers

User Information

Teachers and Students

ES MS HS

[Visit](#)





Equatio

Equatio

Chrome extension that helps teachers and students create mathematical equations, formulas, and graphs digitally. It supports speech-to-math, handwriting recognition, and predictive text, making math more accessible and interactive in the classroom.

Category

Student Support

Instructional Materials

Primary-Use Case

Make math more accessible

Accounts

Free Accounts

User Information

Teachers and Students



[Visit](#)



Snorkel

Snorkel

AI-driven formative assessment tool that analyzes student responses to open-ended questions. Helps teachers identify misconceptions, track progress, and personalize instruction.

Category

Assessment

Primary-Use Case

Formative Assessment with feedback

Accounts

Free Accounts

User Information

Teachers and Students



[Visit](#)





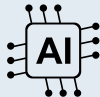


AI GUIDELINES

Setting Expectations with Students

Teachers must set clear guidelines on AI use in each subject and assignment. The following expectation scale can help define AI's role:

AI Use Categories

		Descriptors	Requirements
	AI is Not Used	Learning is completed entirely without AI assistance . This level ensures that students rely solely on their knowledge, understanding, and skills.	AI must not be used at any point during the assessment. No AI disclosure required.
	AI supports Ideation	AI can be used for brainstorming, creating structures, and generating ideas .	No AI-generated or AI-assisted content is allowed in the final submission. AI transparency statement must be included disclosing how AI was used including links to AI chats.
	AI supports Improvements	AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	No AI-generated content is allowed in the final submission. AI transparency statement must be included disclosing how AI was used including links to AI chats.
	AI assists Generation	AI is used to generate certain elements of the task, as allowed by the teacher. This level requires critical reflection of AI generated content.	All AI-generated content must be cited using proper citation format. Links to AI chats must be submitted.
	AI assists All Work	Students use AI to support them in any way deemed necessary. Students are responsible for reviewing and evaluating all AI-generated content.	All AI-generated content must be cited using proper citation format. Links to AI chats must be submitted.

Each teacher will clarify AI guidelines in course syllabi. (per assignment?)

TO DO: Guide Questions for teachers to decide which level of AI use can be mapped to a specific Assignment.

Icons for use on Assignments



AI GUIDELINES

What might the AI categories look like in reality?



AI is Not Used

Learning is completed entirely **without AI assistance**. This level ensures that students rely solely on their knowledge, understanding, and skills.

AI must not be used at any point during the assessment. No AI disclosure required.

A teacher provides an assignment and indicates that no AI use is permitted. Therefore students should not use any form of AI in their assignment/assessment.



AI supports Ideation

AI can be used for **brainstorming, creating structures, and generating ideas**.

No AI-generated or AI-assisted content is allowed in the final submission. AI transparency statement must be included disclosing how AI was used including links to AI chats.

Chatbots:

A teacher creates a chatbot that helps students think through the process of designing a thesis statement for their essay.

Math Ideas:

In a math class, a student uses AI to brainstorm project ideas for real-world applications of the Pythagorean theorem.

Visual Arts:

In an art history class, a student uses AI to brainstorm possible topics for a research paper. The AI suggests several topics, like the impact of the Renaissance on modern art or a comparison of Impressionism and Cubism.



AI supports Improvements

AI can be used to **make improvements** to the clarity or quality of student created work to improve the final output.

No AI-generated content is allowed in the final submission. AI transparency statement must be included disclosing how AI was used including links to AI chats.

Writing Assistance:

Students could use AI tools to receive feedback on how to improve the clarity, grammar, or sentence structure in their essays or creative writing pieces. However, they would not include AI-generated sentences in their final submission. Instead, they may follow the suggestions made to improve their writing and include an AI transparency statement explaining the specific AI tool they used and how it helped.

Presentation Development:

For a class presentation, students might use AI to refine their slides by suggesting better visual layouts or by enhancing the language of their bullet points. The students would still be responsible for creating the original content, and any changes suggested by AI would have to be incorporated manually.

Mathematical Problem Explanation:

AI could assist students by explaining complex math problems in simpler terms or by helping them identify errors in their approach to a solution. The final work would not include any AI-generated problem-solving steps, and students would document how AI supported their understanding in a transparency statement.

AI GUIDELINES

What might the AI categories look like in reality?



AI assists **Generation**

AI is used to generate **certain elements** of the task, as allowed by the teacher. This level requires **critical reflection** of AI generated content.

All AI-generated content must be cited using proper citation format. Links to AI chats must be submitted.

Creative Writing:

A teacher allows students to work on a poetry assignment and use AI to generate a song using the poem as the lyrics to a song or generate an image to accompany the poem.

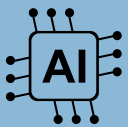
Science Lab Report:

The teacher allows students to use AI to generate data visualizations for a lab report.

A student inputs experimental data into an AI tool that generates graphs or charts. After receiving the AI-generated visuals, the student reflects on whether the charts accurately represent the data and whether any additional annotations or changes are needed for clarity.

Music: A teacher allows student to input song lyrics that they wrote into a generative AI to create the music based on the genre that the student selects.

Visual Arts: A teacher allows students to use AI to generate examples of artwork in a different medium than the student is working in, for example the student created a sculpture they upload a picture and ask the AI to remake the sculpture in an impressionist style



AI assists **All Work**

Students use **AI to support them** in any way deemed necessary. Students are responsible for reviewing and evaluating all AI-generated content.

All AI-generated content must be cited using proper citation format. Links to AI chats must be submitted.

Music:

Teachers allow students to use Suno AI to generate a song based on the prompts the student has put in.

Test Preparation:

A student preparing for a German language test uses AI to generate practice questions based on topics covered in class, such as sentence structure or case usage. The AI provides multiple-choice and short-answer questions for the student to practice.

AI - give me key points of this paragraph.

translating text

summarizing notes,
preparing notes, organizing materials

AI in Assessments

In alignment with ISM's Assessment Policy, which prioritizes fairness, academic integrity, and the demonstration of genuine skill mastery, the use of Artificial Intelligence (AI) tools in student assessments must be carefully regulated and transparently communicated.

The extent to which AI may be used in assessments will vary depending on the nature, objectives, and level of each task, and may differ between courses or even between assessment types within a course. It is the responsibility of the teacher to clearly define the permitted scope of AI use for each individual assessment.

Teachers must:

- Clearly communicate the allowed or prohibited use of AI tools (e.g., ChatGPT, Grammarly, coding assistants, AI art generators) in the assessment instructions or task sheet.
- Explain the rationale behind the permitted level of AI assistance, especially in relation to the learning outcomes and assessment criteria.
- Ensure students understand the boundaries of responsible and ethical AI use, including appropriate citation if AI-generated content is used.

Students are expected to:

- Follow the AI usage guidelines provided for each assessment.
- Seek clarification from the teacher if the permitted level of AI use is unclear.
- Acknowledge any AI-generated content used in accordance with academic honesty expectations and citation practices.

Unauthorized or unacknowledged use of AI tools in assessments may be treated as a breach of academic integrity and handled according to the school's established procedures for academic misconduct.

Academic Integrity and AI

ISM maintains a zero-tolerance policy on academic dishonesty, including AI misuse. Violations include:

- Plagiarism: Using AI-generated content without acknowledgment.
- Misrepresentation: Claiming AI-generated work as one's own.
- Unethical Use: Using AI to circumvent learning or mislead teachers.

If AI misuse is suspected, students must demonstrate their learning process through discussions, drafts, and revision history.

Bias in AI

AI models may inherit biases from training data, which can lead to misrepresentations or stereotypes. ISM encourages:

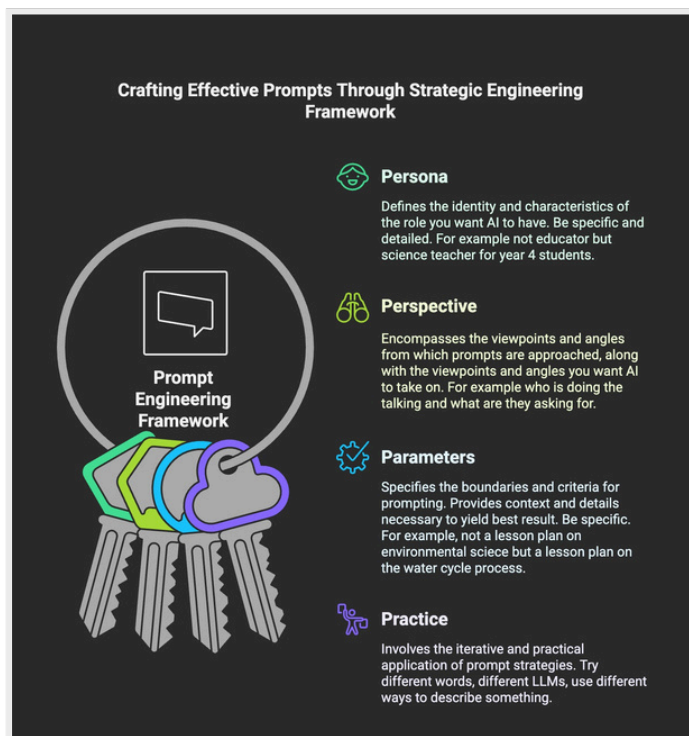
- Critical evaluation of AI outputs.
- Fact-checking with credible sources.
- Discussion of biases in AI-generated content.

Students and staff should not rely solely on AI for factual accuracy.

AI GUIDELINES

Creating Prompts for AI Chatbots

Write blurb - Use Ken Shelton reference maybe.



Data Privacy and Security

At ISM, protecting student data is a core responsibility guided by our official ISM Data Privacy Policy (ISM-DPM-2017-003). In alignment with this policy, the use of AI tools in the academic environment must uphold the principles of data privacy, confidentiality, and ethical data handling.

What students must do



- Avoid sharing personally identifiable information (PII) (e.g., full name, email address, ID numbers, location data) with AI tools, especially generative AI platforms that store interactions.
- Use only school-approved AI tools that have been vetted for data privacy, age appropriateness, and compliance with ISM's internal review processes.
- Check data storage policies before using any AI platform. If unsure, ask a teacher or refer to ISM's AI tool list and approval protocols.

What is not allowed

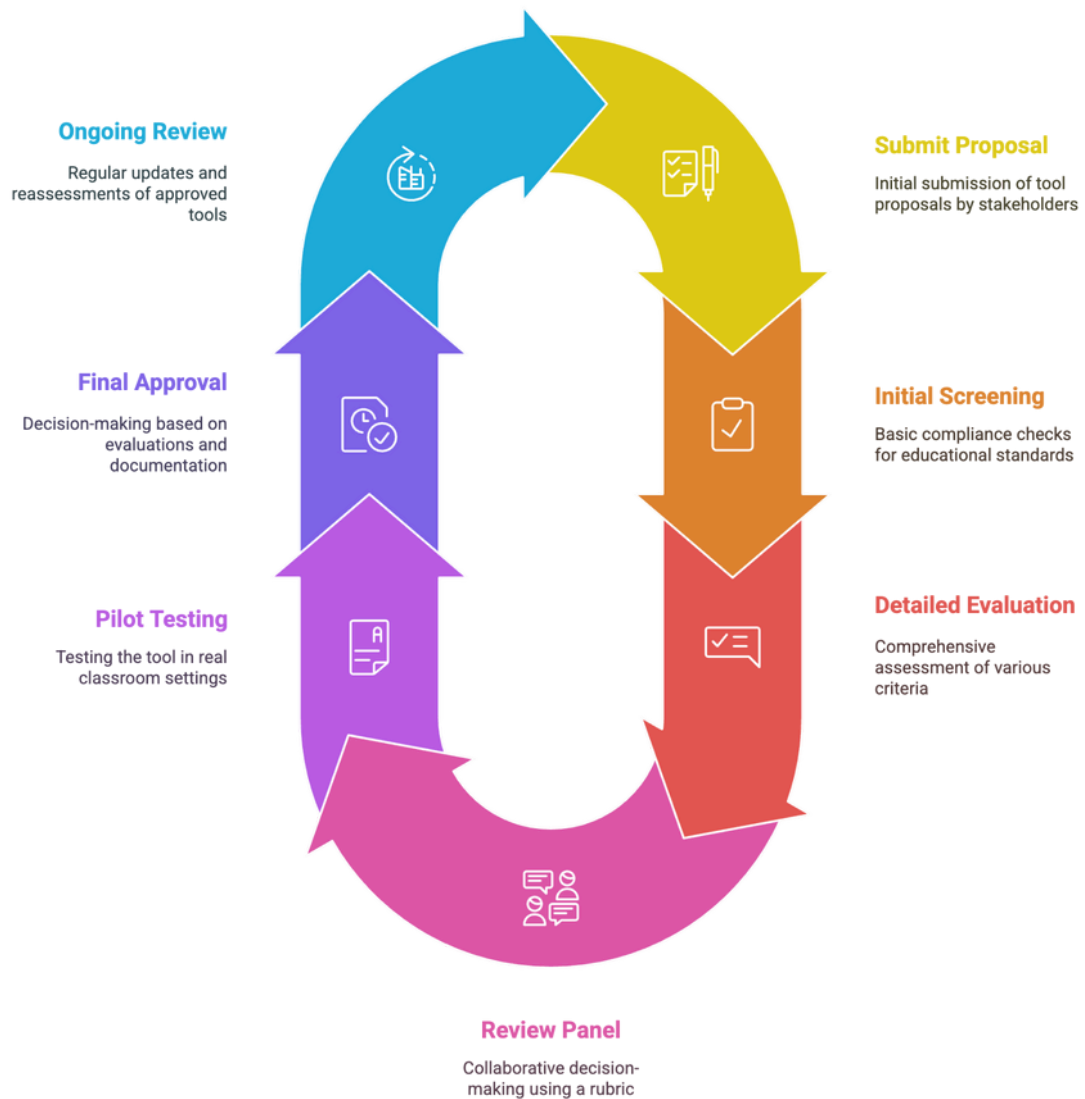


- Using AI platforms that store, track, or share student data without explicit school consent.
- Logging into or creating accounts on AI tools that require users to be over a certain age, unless facilitated by the school.
- Uploading files containing personal information or sensitive academic content to public AI platforms.

ISM's Commitments

- ISM ensures all AI tools officially used in classrooms comply with its Data Privacy Policy, which includes:
 - Limiting access to data to qualified personnel only.
 - Storing data securely, either in local servers or secure cloud environments with restricted access.
 - Requiring third-party vendors to comply with ISM's privacy standards before integration.
- AI platforms must not be used if they violate any conditions outlined in the ISM Privacy Notice, including inappropriate sharing, storage, or disclosure of personal data.

AI Request and Approval Process



AI GUIDELINES

AI Acknowledgment Statement

Transparency: When AI tools assist in academic work, students must include an AI Use Statement at the end of their assignment.

Example:

"I used ChatGPT 4.0 to help brainstorm ideas and refine my thesis statement. The AI did not generate original content, and all final analysis and arguments are my own."

The AI use statement can appear as a disclosure, citation, links to chats or screenshots.

Disclosure

A disclosure statement can be a simple statement that AI was used.

Example 1:

Caption under picture reading *"image created by Midjourney"*

Example 2:

Statement at the end of writing *"ideas inspired by ChatGPT (Link to chat)"*

MLA Citations

In more formal assessments like IA, Extended Essay, TOK Essay, citations should be used to reference AI usage in your essay.

AI GUIDELINES

In-Text Example:

(“Describe the symbolism”)

Full Citation Example:

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com

Links to chats

Most text-based tools allow for direct linking to chats. This is helpful for teachers to see how a tool was used when needed. Links can be included in disclosure statements or citations

Screenshots

When you use tools that do not give direct access to teachers with your interaction to AI, screenshots can be helpful.

ISM discourages AI detectors due to their inaccuracy and bias but encourages open dialogue about AI use.

Ethical Considerations

As AI tools become more integrated into educational environments, students and teachers must engage critically with the ethical implications of their use. Responsible and informed AI usage ensures that these technologies serve to support, not compromise, our shared values of equity, sustainability, and integrity. Key ethical concerns include:



Environmental Impact

The development and operation of large AI models require significant computing power and data storage, often leading to high energy consumption. This contributes to a larger carbon footprint and raises questions about environmental sustainability. At ISM, we encourage awareness of these impacts and the use of AI tools that are efficient and mindful of energy use, aligning with global efforts to combat climate change.



Digital Divide

AI has the potential to widen the gap between those with access to cutting-edge tools and those without. Not all students have the same level of access to technology, internet connectivity, or digital literacy skills. Teachers and the school community must work together to ensure AI use does not create further inequality, and that all students are given equitable opportunities to engage with these tools.



Authenticity in Learning

While AI can be a powerful assistant in the learning process, it must not undermine the development of essential skills such as critical thinking, creativity, and independent problem-solving. Students must understand that learning is a personal process, and that the use of AI should support their growth rather than serve as a shortcut. Teachers play a key role in modeling and fostering responsible AI use that upholds academic honesty.



Data Privacy and Security

Many AI tools require users to input personal information or interact with platforms that collect data. It is important to understand who owns this data, how it is stored, and how it may be used. ISM advocates for using AI tools that respect user privacy and comply with data protection standards.

AI GUIDELINES

Frequently Asked Questions

Can I use AI to brainstorm or generate ideas for my assignments?

Yes, but you must acknowledge its use and ensure the final work reflects your own understanding and voice.

Can I use AI as a study buddy or to check my grammar?

Yes, using AI as a support tool (e.g., for feedback, grammar, organization) is permitted with transparency.

Am I allowed to use AI to write my entire essay or assignment?

No. Submitting AI-generated content as your own violates academic integrity.

What if I only used AI for small suggestions—do I still disclose it?

Yes. Even minor assistance should be transparently disclosed to maintain trust.

What happens if I get caught using AI improperly?

You may be asked to demonstrate your learning process or face academic consequences per ISM's integrity policy.

Can I use AI during exams or timed assessments?

No. AI is prohibited in all exam-like settings unless otherwise stated by your teacher.

How do I know if AI summaries or quotes are accurate?

You must double-check the information against credible sources. AI may hallucinate or fabricate content.

Is it safe to enter personal information into AI tools?

No. Never share personally identifiable information (PII) with AI platforms.

Can I use any AI tool I find online?

Only use tools approved by the school. If unsure, ask your teacher or refer to ISM's AI guidelines.

What's the difference between "support" and "substitution" with AI?

Support means AI enhances your work (e.g., brainstorming); substitution means AI creates the work for you—only the former is allowed.

Glossary of Terms

- **Assistive AI** – AI that supports learning without generating content (e.g., Grammarly).
- **Generative AI** – AI that produces text, images, or videos (e.g., ChatGPT, MidJourney).
- **Hallucination** – When AI generates **false or misleading** information.
- **LLM (Large Language Model)** – AI trained on vast amounts of data to understand and generate text.
- **PII (Personally Identifiable Information)** – Sensitive data that should not be shared with AI.

AI GUIDELINES

References and Credits

This policy is adapted from best practices in AI ethics and education, including:

- Yokohama International School AI Policy (2024)
- MIT Sloan AI Guidelines
- International Baccalaureate (IB) AI Use Recommendations

ISM welcomes feedback from students, teachers, and parents to ensure AI use remains ethical, responsible, and aligned with ISM's educational mission.

Image for prompts Ken Shelton