The International School
OF MACAO | 澳門國際學校

THE INTERNATIONAL SCHOOL OF MACAO ARTIFICIAL INTELLIGENCE (AI) POLICY

This policy has been created in alignment with our identity as a community of learners, grounded in our vision, mission, and values. It is equally shaped by the principles of our accreditation bodies—Alberta Education, the International Baccalaureate, and the Council of International Schools—with the common aim of developing well-rounded and knowledgeable global citizens. Together, these foundations create an environment where every individual is empowered to learn deeply, act with integrity, and pursue personal excellence.

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1. PURPOSE AND PHILOSOPHY

1.1 Purpose

The purpose of this policy is to guide the responsible, ethical, and effective use of Artificial Intelligence (AI) across The International School of Macao (TIS).

As an Alberta-accredited institution and an IB World School, TIS integrates AI in ways that strengthen its mission to develop socially responsible lifelong learners who think critically, solve problems creatively, and contribute positively to a global community.

This policy establishes clear expectations for the use of AI in learning, teaching, assessment, communication, and school operations.

1.2 Philosophy

TIS affirms that learning is fundamentally human and relational. Artificial Intelligence is understood as a powerful tool that can extend inquiry, support differentiation, and increase efficiency; however, it must never replace authentic student thinking, intellectual engagement, or ethical judgment.

The school recognizes that AI presents both significant opportunities and meaningful risks, including concerns related to academic integrity, authentic student voice, bias and misinformation, data privacy and cybersecurity, equity of access, and safeguarding.

TIS is committed to a human-centered approach to AI that prioritizes student well-being, principled action, and reflective learning.

1.3 Alignment

This policy aligns with:

- The IB Academic Integrity Policy
- The IB Learner Profile
- IB Approaches to Learning (ATL)
- Alberta Education guidelines
- Alberta School Boards Association (ASBA) AI Policy Guidance
- UNESCO recommendations on ethical AI
- CIS safeguarding standards

2. SCOPE OF APPLICATION

2.1 Scope

This policy applies to all members of the TIS community, including students, faculty and staff, school leadership, the Board of Directors, and parents or legal guardians.

2.2 Areas of Application

This policy governs AI use in classroom instruction, student learning activities, school-based assessments, IB internal and external assessments, administrative operations, communication systems, and digital platforms.

2.3 Policy Integration

This policy must be read alongside the TIS Academic Integrity Policy, Responsible Use of Technology Policy, Assessment Policy, Inclusion Policy, and Safeguarding Policy.

3. DEFINITIONS

For the purposes of this policy, the following definitions apply:

3.1 Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to machine-based systems designed to perform tasks that typically require human intelligence. These systems analyze input data and generate outputs such as predictions, classifications, recommendations, decisions, or content.

AI systems may operate through machine learning models, large language models (LLMs), neural networks, or other algorithmic processes. AI tools may exist as standalone applications or be embedded within educational platforms, productivity software, search engines, and digital systems.

Within an educational context, AI may support instructional planning, research, assessment, feedback, personalization of learning, administrative processes, and operational functions.

3.2 Generative Artificial Intelligence (GenAI)

Generative Artificial Intelligence (GenAI) refers to AI systems capable of producing new content in response to user prompts or inputs. This content may include, but is not limited to:

- Written text
- Images or visual artwork
- Audio or music
- Video

- Computer code
- Data analysis or simulations

Generative AI systems produce outputs by identifying patterns in large datasets and generating responses that resemble human-created work. Because such outputs may appear original and authoritative, their use in educational contexts requires transparency, ethical consideration, and adherence to academic integrity standards.

3.3 AI-Assisted Work

AI-assisted work refers to academic or professional work in which AI tools are used to support aspects of the process (e.g., brainstorming, organization, drafting suggestions, feedback, revision, or language support), while the final submission reflects the authentic understanding, intellectual ownership, and voice of the individual submitting it.

AI-assisted work must:

- Be transparently disclosed when required.
- Comply with assignment-specific expectations.
- Align with IB Academic Integrity Policy and Alberta Education standards.
- Maintain the student's responsibility for accuracy and understanding.

Use of AI does not transfer accountability. The individual submitting the work retains full responsibility for its content.

3.4 Academic Malpractice

Academic malpractice refers to behavior that results in, or may result in, a student gaining an unfair academic advantage or misrepresenting the authenticity of submitted work.

In relation to AI, academic malpractice includes, but is not limited to:

- Submitting AI-generated content as original work without proper acknowledgment.
- Failing to disclose required AI use.
- Using AI in ways explicitly prohibited for an assignment.
- Fabricating citations, sources, or data through AI tools.
- Allowing AI to replace independent thinking or subject mastery.
- Exceeding permitted levels of assistance under IB guidelines.

Academic malpractice will be addressed in accordance with the school's Academic Integrity Policy, IB regulations, and Alberta Education expectations.

3.5 Governance

Governance refers to the strategic oversight, policy direction, and accountability structures that guide AI implementation within the school. Governance establishes institutional guardrails, ensures regulatory alignment, and protects student well-being and data privacy. Governance functions are distinct from day-to-day operational management.

3.6 Board of Directors

The Board of Directors is the governing authority of the school. Within the context of this policy, the Board provides strategic oversight to ensure that AI integration aligns with:

- The school's mission and guiding statements
- Legal and accreditation requirements
- IB Programme Standards and Practices
- Ethical and safeguarding obligations

The Board does not manage operational implementation but ensures institutional accountability and policy review.

3.7 School Leadership

School Leadership refers to the Head of School and designated senior administrators responsible for institutional oversight of AI integration.

Leadership ensures that AI implementation:

- Aligns with institutional values and strategic priorities
- Complies with privacy legislation and accreditation standards
- Reflects IB academic integrity regulations
- Protects student well-being and data security

Leadership provides governance direction and institutional guardrails rather than direct classroom-level supervision.

3.8 Teachers

Teachers are instructional professionals responsible for curriculum delivery, assessment, and classroom-level implementation of AI expectations.

Teachers determine assignment-specific AI permissions, verify student authorship when necessary, model ethical AI use, and uphold academic integrity standards in accordance with IB and Alberta curriculum requirements.

3.9 Teacher Librarian

The Teacher Librarian is the institutional lead for research literacy, information fluency, and AI literacy education.

This role includes guiding students in ethical AI use, citation practices, source evaluation, bias recognition, and critical engagement with both traditional and AI-generated content.

3.10 Technology Team

The Technology Team includes both the EdTech Lead and the STEAM Integration Facilitator and Information Technology (IT) Support Staff.

- **EdTech Lead and the STEAM Integration Facilitator** support instructional integration of AI, curriculum development, and ethical AI literacy.
- **IT Support Staff** manage digital infrastructure, cybersecurity considerations, platform oversight, and system-level technical support.

This team supports implementation within governance parameters established by School Leadership.

3.11 Parents and Legal Guardians

Parents and legal guardians are partners in supporting responsible AI use beyond the school environment. They reinforce academic integrity expectations and balanced technology use in alignment with school policy.

3.12 Students

Students are responsible for submitting authentic work that reflects their own understanding. Students must disclose and cite AI use when required, evaluate AI-generated content critically, and adhere to IB and Alberta Education academic integrity standards.

Intellectual ownership and accountability remain with the student at all times.

4. GUIDING PRINCIPLES

4.1 Human-Centered Learning

AI use must enhance, not replace, critical thinking, creativity, ethical reasoning, and intellectual independence.

4.2 Safety and Well-being

The use of Artificial Intelligence at TIS must protect the privacy, dignity, and well-being of all members of our community. TIS encourages students to use school-approved AI tools, such as Flint and Gemini (using the school's domain), as their primary AI platforms for student work. These tools are approved by the school administration because they are designed to safeguard personal information and limit the transfer of sensitive data to external large language models (LLMs).

The list of approved AI tools are approved by the school administration and may change over time as technologies and school needs evolve.

4.3 Transparency

All AI use must be disclosed clearly and honestly.

4.4 Accountability

Users remain responsible for verifying accuracy, identifying bias, and ensuring integrity in all AI-supported work.

4.5 Fairness and Equity

AI tools must be assessed to prevent bias and ensure equitable access.

4.6 IB Learner Profile and ATL Development

AI integration supports the development of IB Learner Profile attributes, including Inquirers, Thinkers, Principled learners, and Reflective learners.

AI integration also supports Approaches to Learning skills such as critical thinking, research literacy, ethical communication, and self-management.

5. ROLES, RIGHTS, AND RESPONSIBILITIES

Academic and ethical use of Artificial Intelligence (AI) is a shared responsibility across the entire TIS community. All stakeholders must uphold standards of transparency, intellectual ownership, academic integrity, data protection, and student-centered learning.

Appropriate AI integration depends upon clearly defined roles, principled decision-making, and accountability structures grounded in governance, professional ethics, and IB and Alberta Education expectations.

5.1 Board of Directors

5.1.1 Rights

In its governance capacity, the Board of Directors has the right to:

- Receive regular updates regarding AI implementation, risk management, and institutional compliance.
- Expect that AI integration aligns with:
    - The school's mission and guiding statements
    - Legal and accreditation requirements
    - IB Programme Standards and Practices
    - Ethical, privacy, and safeguarding obligations
- Request evidence that governance structures adequately protect student well-being and data privacy.

5.1.2 Responsibilities

The Board of Directors is responsible for:

- Approving and periodically reviewing the AI Policy as part of its governance mandate.
- Ensuring appropriate financial, technological, and professional learning resources are allocated to support responsible AI implementation.
- Providing strategic oversight to ensure AI practices reflect ethical standards, regulatory compliance, and institutional values.
- Ensuring accountability structures are transparent and consistently applied.

The Board does not engage in operational management or individual disciplinary decisions but ensures policies are implemented fairly and in accordance with institutional standards.

5.2 School Leadership

5.2.1 Rights

School Leadership retains authority to provide governance direction and institutional guardrails for AI implementation.

Leadership has the right to:

- Require compliance with this policy from all members of the school community.
- Determine the conditions under which AI tools may be adopted, restricted, suspended, or discontinued.
- Initiate formal review processes where concerns arise related to:
    - Academic malpractice
    - Privacy legislation
    - Cybersecurity risks
    - Student safeguarding
    - Regulatory misalignment
- Interpret and apply this policy in alignment with IB and Alberta Education standards.

5.2.2 Responsibilities

School Leadership is responsible for ensuring that AI integration is guided by ethical governance, regulatory alignment, and institutional coherence.

Responsibilities include:

- Ensuring a vetting and approval processes prior to adoption of AI systems.
- Ensuring contractual, privacy, cybersecurity, and data-sharing considerations are reviewed before AI platforms are implemented.
- Providing access to professional learning related to AI literacy, academic integrity, and responsible innovation.
- Ensuring periodic institutional reviews of AI implementation.
- Ensuring alignment with IB academic integrity regulations and Alberta Education expectations.
- Communicating institutional AI expectations clearly to staff, students, and families.
- Prioritizing community well-being, equity of access, and protection of personal information.

Leadership oversight is strategic rather than supervisory and exists to provide guardrails, ethical assurance, and institutional accountability.

5.3 Teachers

5.3.1 Rights

Teachers have the right to:

- Expect authentic student work that reflects independent thinking and intellectual ownership .
- Determine assignment-specific AI permissions (permitted, partially permitted, or prohibited).

- Refuse coursework that does not meet authenticity or academic integrity standards.
- Receive appropriate professional development and technical support.
- Report suspected AI-related academic malpractice without retaliation.
- Request administrative support when academic integrity concerns arise.

5.3.2 Responsibilities

Teachers are responsible for modeling ethical, transparent, and developmentally appropriate AI use.

Teachers must:

- Clearly define AI expectations for each assignment - there must be a section in the instructions of the assignment that explicitly states how AI can be used.
- Teach students to critically evaluate AI-generated content for accuracy, bias, credibility, and limitations.
- Align AI use with IB subject guidance and Alberta curriculum requirements.
- Verify authorship when authenticity concerns arise.
- Use only institutionally approved AI tools when handling student information.
- Promote originality, subject mastery, and authentic voice.
- Explicitly instruct students on proper acknowledgment and citation of AI-assisted work.

Teachers must reinforce that undisclosed AI use constitutes academic malpractice.

Teacher Use of AI for Feedback

AI may assist with efficiency and language clarity; however, professional judgment remains central.

Teachers must not:

- Upload identifiable student information into unapproved AI systems.
- Rely exclusively on AI-generated feedback without review and revision.
- Use AI to auto-generate grades or summative evaluative decisions without direct professional oversight.

When AI assists in feedback, teachers must:

- Review and revise all AI-generated comments.
- Ensure alignment with assessment criteria and IB standards.
- Maintain confidentiality and data protection.
- Avoid over-automation that diminishes the relational and formative nature of feedback.

Special Consideration: All IB Coursework

Particular caution must be exercised when providing AI-assisted feedback on IB coursework.

Teachers must ensure:

- Feedback remains within IB guidelines for permissible support.
- AI suggestions do not result in rewriting or substantive alteration of student work.
- Students retain full ownership of revisions.
- Documentation aligns with IB authenticity requirements.

Foundational Principle:
AI is a support tool. It must never replace teacher professional judgment, ethical responsibility, or assessment authority.

5.4 Teacher Librarian

5.4.1 Rights

The Teacher Librarian has the right to:

- Collaborate across divisions to design and deliver AI literacy instruction.
- Contribute to Academic Integrity and AI policy development.
- Participate in evaluation of instructional AI tools.
- Access ongoing professional learning related to research literacy, generative AI, and AI ethics.

5.4.2 Responsibilities

The Teacher Librarian is responsible for:

- Teaching transparent acknowledgment and citation of AI-assisted work.
- Reinforcing research literacy, source evaluation, and bias recognition.
- Guiding students in critically engaging with both traditional and AI-generated content.
- Maintaining updated AI literacy resources.
- Supporting development of digital and information fluency across grade levels.

5.5 Technology Team

Composition

The Technology and Innovation Team includes:

- **EdTech Lead and the STEAM Integration Facilitator** (instructional integration and AI literacy)
- **IT Support Staff** (infrastructure, cybersecurity, and systems management)

Responsibilities are differentiated between instructional integration and technical oversight.

5.5.1 Rights

The IT Support Staff, EdTech Lead and the STEAM Integration Facilitator has the right to:

- Conduct formal vetting of AI tools.
- Recommend approval, restriction, or discontinuation of AI platforms.
- Restrict or block AI tools presenting privacy, cybersecurity, or safeguarding risks (with administrative approval).
- Access ongoing professional learning in AI, cybersecurity, and digital ethics.

5.5.2 Responsibilities

EdTech Lead and the STEAM Integration Facilitator

EdTech Lead and the STEAM Integration Facilitator are responsible for:

- Vetting AI tools for privacy compliance, bias, accessibility, and age-appropriateness.
- Managing an inventory of AI tools used within the school.
- Curating and supporting delivery of AI literacy curricula.
- Guiding ethical and critical AI use.
- Supporting teachers in embedding AI within inquiry-based learning.
- Evaluating AI tools for instructional quality and pedagogical alignment.

IT Support Staff

IT Support Staff are responsible for:

- Maintaining secure digital infrastructure.
- Monitoring emerging AI-related cybersecurity risks.
- Ensuring system-level compliance with privacy and data protection regulations.

All implementation must remain within governance parameters established by School Leadership.

5.6 Parents and Legal Guardians

5.6.1 Rights

Parents and Legal Guardians have the right to:

- Receive clear communication regarding AI expectations and policies.
- Be informed of confirmed cases of AI-related academic malpractice involving their child, in accordance with school procedures.

5.6.2 Responsibilities

Parents and Legal Guardians are responsible for:

- Supporting balanced and responsible AI use at home.
- Reinforcing academic integrity expectations.
- Encouraging independent thinking and authentic student effort.
- Avoiding excessive AI assistance or completing work on behalf of students.

Families are encouraged to engage in open dialogue about ethical technology use and digital well-being.

5.7 Students

5.7.1 Rights

Students have the right to:

- Receive explicit instruction in ethical AI use.
- Understand when AI use is permitted, partially permitted, or prohibited.
- Seek clarification prior to submitting work.
- Have alleged academic malpractice addressed fairly and consistently.

5.7.2 Responsibilities

Students are responsible for:

- Submitting authentic work reflecting their own understanding.
- Transparently disclosing all AI-assisted work when required.
- Properly citing AI tools in accordance with required citation standards.
- Ensuring they can explain and defend their submitted work.
- Critically evaluating AI-generated content for bias, inaccuracy, and limitations.
- Adhering to IB Academic Integrity Policy and Alberta Education standards.

Students must recognize that intellectual ownership and accountability remain with them at all times. The use of AI does not transfer responsibility for accuracy, integrity, or understanding.

6. DIVISION-SPECIFIC EXPECTATIONS

6.1 Primary Years Programme (PYP)

Within the Primary Years Programme, Artificial Intelligence is introduced in a highly structured and developmentally appropriate manner. AI use is permitted only under direct, active, and ongoing teacher supervision. Independent or unsupervised student use of AI tools is not permitted at this level. The majority of AI use and exploration is within a secure, closed system to ensure student safety and responsible use that can be monitored by teachers and administrators.

The primary focus in the PYP is the development of foundational academic and social competencies, including literacy, numeracy, communication, collaboration, and critical thinking. Students must first develop the ability to read, write, inquire, problem-solve, and express ideas independently before using AI-supported tools.

When AI is introduced in classroom settings, it serves as a model for guided inquiry rather than a replacement for student thinking. AI may be integrated within Units of Inquiry and other subject areas as a stimulus for questioning, exploring multiple perspectives, or deepening conceptual understanding. Its guided use supports transdisciplinary learning while maintaining a focus on student-driven inquiry. Teachers may demonstrate how AI generates responses, compare AI outputs to student ideas, or use AI as a stimulus for discussion.

Students in the PYP will begin to:

- Understand that AI tools are created and trained by humans.
- Recognize that AI-generated content may contain mistakes or bias.
- Distinguish between their own ideas and ideas suggested by digital tools.
- Develop early habits of transparency when technology supports their learning.

AI may support curiosity, vocabulary development, or idea exploration under teacher guidance. However, final student products must reflect the student's own voice, creativity, and understanding.

The emphasis at this level is on developing responsible digital habits, ethical awareness, and foundational thinking skills rather than technical proficiency with AI systems.

6.2 Middle School

In Middle School, students begin to engage more independently with Artificial Intelligence tools, while continuing to operate within clearly defined teacher parameters. AI use must be explicitly permitted, partially permitted, or prohibited depending on the learning objective of each assignment.

Explicitly permitted means the teacher clearly specifies which AI tools and which uses are allowed (for example, brainstorming ideas, outlining, generating practice questions, or organizing research).

Partially permitted means students may use AI only for clearly defined support activities (for example, language support, idea clarification, or feedback on structure), but not for generating final products or substantive content.

Prohibited means no AI tools may be used for the task — including outside of school — because the learning objective requires unaided thinking or the assessment of individual understanding.

At this stage, AI may be used to support — but not replace — intellectual effort. Appropriate uses may include brainstorming, organizing ideas, clarifying concepts after independent study, generating practice questions, or receiving feedback on structure and clarity.

Middle School students are expected to increasingly:

- Critically evaluate AI-generated outputs for accuracy, reliability, and bias.
- Compare AI responses with credible academic sources.
- Reflect on how AI influenced their thinking and learning process.
- Disclose AI use honestly and appropriately.
- Demonstrate ownership of their ideas in discussions and assessments.

Teachers may require draft submissions, checkpoints, reflections, or in-class writing tasks to ensure authenticity. Assignments may include explicit AI reflection components to strengthen metacognitive awareness.

Students at this level are developing greater independence and are expected to embody the IB Learner Profile attributes of Thinkers, Principled learners, and Reflective learners. AI should enhance their ability to question, analyze, and evaluate — not reduce cognitive engagement.

The Middle School years represent a transitional phase in which students move from guided exposure to accountable, ethical, and transparent use of AI.

6.3 Diploma Programme and Alberta High School (Grades 10–12)

Students in the High School Division Division — including those enrolled in the International Baccalaureate Diploma Programme (DP) and those following the Alberta High School curriculum — are expected to demonstrate mature, principled, and academically rigorous engagement with Artificial Intelligence (AI).

At this level, AI literacy includes ethical reasoning, independent analysis, intellectual ownership, and transparent disclosure. AI must function strictly as a support tool and must never replace authentic student thinking, subject mastery, or evaluative reasoning.

6.3.1 Permitted Use of Artificial Intelligence

Artificial Intelligence (AI) may be used in clearly defined and teacher-authorized ways. AI functions strictly as a supplementary support tool and must not replace independent intellectual engagement, subject mastery, or original student thinking.

Permissible uses of AI may include:

- Brainstorming possible research topics or refining inquiry questions
- Generating organizational frameworks or structural outlines to support planning
- Clarifying concepts after independent study has occurred
- Receiving formative feedback on organization, coherence, or technical language accuracy
- Practicing revision strategies on student-generated writing

All substantive academic work must remain the product of the student's own intellectual effort.

The following components must always be independently conceived, constructed, and articulated by the student:

- Analysis
- Interpretation
- Synthesis
- Evaluation
- Reflection
- Argument development
- Subject-specific reasoning and application of concepts

AI must not:

- Generate substantive academic content presented as original student work
- Produce arguments, interpretations, or evaluative judgments on behalf of the student
- Complete analytical tasks or subject-specific problem solving
- Rewrite major portions of assessed work in ways that alter structure, voice, or meaning
- Replace the student's independent reasoning at any stage of the learning process

Students are responsible for ensuring that any authorized AI use is transparent, limited in scope, and fully compliant with teacher guidance and school academic integrity expectations.

AI may support learning. It must never replace independent thinking.

6.3.2 Demonstration of Authenticity

Senior students must be able to demonstrate ownership of their work at any stage of the academic process.

Students may be required to:

- Explain and defend arguments orally
- Demonstrate subject knowledge without AI assistance
- Provide drafts, research notes, outlines, or version histories
- Submit process documentation
- Clearly distinguish between original thinking and AI-supported suggestions

Failure to demonstrate authorship or understanding may constitute Academic Malpractice.

6.4 International Baccalaureate Diploma Programme Expectations

All Diploma Programme students must adhere strictly to the IB Academic Integrity Policy and subject-specific guidance issued by the International Baccalaureate Organization.

The following coursework must clearly demonstrate authentic student thinking:

- Extended Essays
- Theory of Knowledge (TOK) essays
- Internal Assessments
- Higher Level essays
- Any externally moderated component

Limited AI use may be permitted in early planning stages if authorized by the teacher. However, AI must not:

- Generate substantive arguments
- Produce interpretations or evaluative conclusions
- Conduct or fabricate analysis
- Rewrite major sections of assessed work
- Replace subject-specific reasoning

AI tools are not permitted during IB examinations.

Failure to disclose AI use, misrepresenting AI assistance, or submitting AI-generated content as original work constitutes academic malpractice under IB regulations. Confirmed cases may result in school-based consequences and may be formally reported to the IB.

6.4.1 Language and Grammar Tools (IB Guidance – February 2026 Update)

In accordance with updated IB guidance (February 2026), the following expectations apply to language-improvement software and AI-assisted grammar tools.

General IB Position

IB assessments typically do not assess spelling or general language mechanics (with subject-specific exceptions). Therefore, the academic benefit of language-improvement software is limited in most subjects.

Students may use basic digital tools such as:

- Spell-checkers
- Non-generative grammar checkers
- Bilingual dictionaries (where permitted)

These tools may be used only to improve technical accuracy and must not:

- Change meaning
- Add new content
- Generate ideas
- Restructure arguments

Students must use all tools ethically to preserve clarity, originality, and intellectual ownership.

Language Acquisition Subjects

In Language Acquisition courses, marks are awarded for sentence structure and language development.

Therefore:

- AI rewriting tools are not permitted.
- Grammar tools that alter sentence construction are not permitted.
- Students must independently demonstrate language proficiency.

Bilingual Diploma Considerations

The IB awards bilingual diplomas, and language subjects provide evidence of academic proficiency.

Students are not permitted to:

- Write work in one language
- Translate it using AI or software
- Submit the translated version as original work in another language

For subjects other than Language Acquisition, basic spell-checkers and dictionaries remain acceptable if meaning is not altered.

Access and Inclusion

The IB will consider the use of assistive technologies in accordance with its Access and Inclusion Policy.

AI-supported language tools used to meet documented access needs must comply with approved accommodations and school procedures.

6.5 Alberta High School Expectations

Students enrolled in Alberta-accredited courses must meet Alberta Education standards for academic integrity and independent achievement.

AI use must align strictly with teacher expectations and assignment-specific guidelines.

For Alberta Diploma Examination courses:

- AI tools are not permitted during provincial diploma examinations.
- Students must demonstrate independent mastery of curricular outcomes.

Teachers may verify authenticity through:

- Supervised writing
- Oral defenses
- Staged drafting processes
- Process portfolios
- Research logs

Submitting AI-generated work as original, failing to disclose AI use, or using AI to gain an unfair academic advantage constitutes a breach of academic integrity under TIS policy and Alberta accreditation standards.

6.6 Foundational High School Division Principles

At the Senior Division level, AI literacy reflects intellectual maturity and principled scholarship.

Students are expected to:

- Use AI cautiously and transparently
- Prioritize mastery over efficiency
- Preserve the integrity of assessment
- Demonstrate authentic authorship in all summative and externally moderated work

Artificial Intelligence may support learning.
It must never replace independent thinking.

7. ACADEMIC INTEGRITY AND AI

7.1 Disclosure

Students must identify AI tools used, explain how AI supported learning, clearly distinguish AI-generated content, and follow citation formats.

7.2 Authentic Student Voice

AI must not replace intellectual engagement, analysis, reflection, or evaluation. The final submission must represent authentic student thinking.

7.3 IB Assessments

AI is not permitted in DP examinations. Limited brainstorming support may be permitted for the Extended Essay. TOK Essays must reflect authentic student thinking. Internal Assessments must follow subject-specific IB guidance. Failure to comply may result in IB academic malpractice procedures.

8. DATA PRIVACY AND SECURITY

AI use must comply with Macao privacy legislation. Confidential or personal data must not be uploaded to unapproved AI systems. Cybersecurity protocols must address AI-specific risks.

9. MONITORING AND REVIEW

9.1 AI Inventory

All AI tools used within the school must be documented and reviewed.

9.2 Annual Audit

An annual AI audit will evaluate policy compliance, IB alignment, learner development impact, and data protection practices.

10. CONSEQUENCES OF MISUSE

Consequences are educational, proportionate, and progressive. Please see the academic integrity policy for more details.

Possible outcomes include reflection tasks, supervised resubmission, mark of zero, reporting to IB, suspension, or further disciplinary measures.

11. POLICY REVIEW

This policy will be reviewed annually to ensure alignment with IB updates, Alberta Guidelines, and technological advancements.

AMENDED: n/a
LAST REVIEWED: n/a
APPROVED: April 2026

APPENDIX 1

IB Guidance:

The Principles in Detail

Grounded in our mission. Guided by the Learner Profile. Shaping AI to serve the learners we develop.

1. **Caring and balanced: AI for human flourishing**
   AI must protect and nurture learners' emotional, social, and cognitive development. AI in the IB ecosystem must work equitably across our global community and support the human relationships central to an IB education.
2. **Inquiry-driven: AI that deepens learning**
   AI should strengthen inquiry, critical thinking, creativity, and collaborative problem-solving — enabling learners to become active explorers of their own education through the thinking, effort, and growth that define an IB education.
3. **Educator agency: guided by capability, grounded in responsibility**
   Educators shape how AI is used in learning. This requires professional knowledge, openness to new approaches, school-level governance, and clear accountability for outcomes.
4. **Safe and transparent: AI that is accountable**
   Every learner's data rights and privacy are non-negotiable. AI must meet strong safeguarding standards, and schools must be able to understand what AI tools do, how they work, and where they fall short. High-stakes decisions require human oversight.
5. **Continuously adapting: Evidence-led, always improving**
   AI must demonstrate pedagogical value through evidence, reflection, and honest evaluation. Both inaction and recklessness fail our learners — responsible adoption means committing to learn and improve as we go. This is mindful innovation.

APPENDIX 2

Summary of MLA Guidance on Citing Generative Artificial Intelligence

The Modern Language Association (MLA) employs a flexible template of core elements to guide writers in citing sources, including emerging technologies such as generative artificial intelligence (AI). Because AI tools such as ChatGPT continuously evolve, the MLA framework allows writers to adapt citation practices while maintaining consistent bibliographic standards.

Writers are required to cite generative AI tools whenever they quote, paraphrase, or otherwise incorporate AI-generated content into their work. This includes text, images, data, or other materials produced by the tool. Additionally, MLA recommends that writers acknowledge functional uses of AI—such as editing, proofreading, translating, or brainstorming—even when the tool does not generate substantive intellectual content.

The MLA does not recommend listing the AI tool as the “author.” Instead, the prompt or a description of the generated content should appear in the **Title of Source** element. The name of the AI tool is listed as the **Title of Container**, followed by the version (if available), publisher, date of generation, and general URL. Because AI-generated responses are nonrecoverable and may vary over time, including the date of access or generation is essential.

Writers must also carefully verify any secondary sources cited by AI tools. If the AI provides references, those original sources should be consulted and cited directly whenever possible.

Formal Examples of MLA 9 Citations for Generative AI

1. Citing AI for Paraphrased Content

In-Text Citation:

Generative AI systems analyze large bodies of data in order to produce new content based on learned patterns ("Explain the function of generative AI").

Works Cited Entry:

"Explain the function of generative AI in academic research" prompt. *ChatGPT*, version GPT-5, OpenAI, 2 Apr. 2026, chat.openai.com.

2. Citing AI for Direct Quotation

In-Text Citation:

According to ChatGPT, generative AI "produces new material based on patterns identified in existing data sets" ("Define generative AI").

Works Cited Entry:

"Define generative AI and describe how it works" prompt. *ChatGPT*, version GPT-5, OpenAI, 2 Apr. 2026, chat.openai.com.

3. Citing AI-Generated Creative Text

If a poem is generated and assigned a title:

Works Cited Entry:

"The Digital Mind" poem about artificial intelligence. *ChatGPT*, version GPT-5, OpenAI, 2 Apr. 2026, chat.openai.com.

If the work is untitled:

"Circuits hum beneath silent code . . ." free-verse poem about artificial intelligence. *ChatGPT*, version GPT-5, OpenAI, 2 Apr. 2026, chat.openai.com.

Acknowledging AI Used Solely for Editing (Author's Note)

When AI is used only for editorial assistance (e.g., grammar correction, clarity, sentence structure, or stylistic refinement), MLA recommends disclosure in a note rather than a formal Works Cited entry.

Example of a Formal Author's Note:

> **Author's Note:** The author used ChatGPT (OpenAI, version GPT-5, April 2, 2026) for limited editorial assistance, including grammar review and stylistic suggestions. All substantive ideas, analysis, and final revisions are the author's own.

More Detailed Formal Version:

> **Author's Note:** ChatGPT (OpenAI, GPT-5, April 2, 2026) was consulted for proofreading and organizational suggestions. The tool did not generate original arguments, research content, or analytical conclusions. The author reviewed, revised, and verified all content prior to submission.

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Author note: Poe.com (Quora, 2023) Poe was used as a thought partner to support grammar,

structure, and language refinement as to enhance clarity and coherence. The ideas, analysis, applications to context, and conclusions remain entirely the author's own.

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