

DUBAI INTERNATIONAL SCHOOL — GARHOUD

ARTIFICIAL INTELLIGENCE (AI) POLICY

Version 2.0 — Final, Approved

Approved by the Governing Board | Effective Academic Year 2026–2027

Prepared in alignment with KHDA, UAE Ministry of Education (MOE), Cognia, and NEASC (ACE Learning Framework)

Document Control

Field	Detail
Policy Title	Artificial Intelligence (AI) Policy
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Approval and Sign-Off

Approving Authority	Signature & Date
Superintendent	
Chair, Governing Board	
AI Governance Committee (Lead)	

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1. Executive Summary

This Artificial Intelligence (AI) Policy establishes the governance, ethical principles, operational expectations, and implementation framework for the responsible use of AI across Dubai International School — Garhoud. It supports innovation in teaching, learning and school operations while safeguarding academic integrity, student wellbeing, inclusion, and data privacy.

The policy is written to satisfy inspection and accreditation expectations concurrently: it reflects KHDA's regulatory framework for private schools in Dubai, the UAE Ministry of Education's national priorities for AI in education, Cognia's Standards for continuous improvement, and NEASC's ACE (Accreditation with Credit to Excellence) Learning Framework. It is designed to be read alongside the school's Digital Learning and Information Technology Plan (DLITP) 2026–2031, which sets out the technical and infrastructural roadmap this policy governs.

2. Purpose

The purpose of this policy is to:

- Ensure AI technologies are used to enhance teaching, learning, assessment, leadership and operational efficiency.
- Keep human judgement, ethical practice and student wellbeing central to every AI-related decision.
- Provide clear, consistent expectations for staff, students and parents regarding acceptable AI use.
- Protect academic integrity while enabling legitimate, disclosed use of AI as a learning tool.
- Meet and evidence compliance with KHDA, MOE, Cognia and NEASC requirements for responsible technology governance.

3. Scope

This policy applies to all employees, students, parents, volunteers, contractors, consultants, and third-party providers who use AI systems in connection with Dubai International School — Garhoud, across all sections from Kindergarten through Grade 12, and across all school-owned or school-sanctioned devices, platforms and networks, including use conducted off-campus where it relates to school work.

4. Vision and Strategic Alignment

The policy supports the school's commitment to preparing future-ready learners through innovation, digital citizenship, responsible technology use, and continuous improvement. It complements the Digital Learning and Information Technology Plan (2026–2031) and promotes ethical AI literacy across all stakeholder groups.

Strategic alignment is maintained across four external reference points:

- KHDA — regulatory compliance, inspection readiness, and the UAE's National Artificial Intelligence Strategy 2031.

- UAE Ministry of Education (MOE) — national curriculum guidance and AI-in-education directives.
- Cognia — continuous improvement standards, with particular relevance to areas of improvement identified in the school's current accreditation cycle.
- NEASC — the ACE (Accreditation with Credit to Excellence) Learning Framework, emphasizing evidence-based, student-centered improvement.

5. Definitions

Term	Definition
Artificial Intelligence (AI)	Computer systems capable of performing tasks that typically require human intelligence, including generative, adaptive and predictive tools.
Generative AI	AI systems (e.g., large language models, image generators) that produce new text, images, audio or code in response to prompts.
Academic Integrity	The commitment to honesty, originality and transparency in academic work, including appropriate disclosure of AI assistance.
AI Literacy	The knowledge, skills and dispositions needed to use, evaluate and critically question AI tools and their outputs.
Students of Determination	Students who require additional learning support, in line with KHDA's Inclusive Education Policy Framework.
Digital Citizenship	The responsible, ethical and safe use of technology, including AI, within an educational community.

6. Guiding Principles

All AI use at Dubai International School — Garhoud is guided by the following principles:

- **Human-Centered:** AI supports, and never replaces, professional educator judgement or the human relationships central to learning and pastoral care.
- **Safeguarding First:** Child protection and student wellbeing take precedence over convenience or efficiency in any AI deployment decision.
- **Transparency:** Staff, students and parents are informed when and how AI tools are used, and outputs are not presented as unattributed human work.
- **Equity and Inclusion:** AI tools are evaluated for accessibility and are not permitted to widen gaps for Students of Determination or under-resourced families.
- **Academic Integrity:** AI may support learning but must never substitute for a student's own understanding in ways that misrepresent authorship.
- **Data Privacy and Security:** AI tools handling student or staff data are vetted for compliance with UAE data protection law and school data governance standards before use.
- **Continuous Improvement:** The policy and its implementation are monitored, evaluated and revised annually using evidence, consistent with Cognia and NEASC improvement cycles.

7. AI Governance Framework

Governance of AI at the school operates through a layered structure, ensuring accountability from the Governing Board to daily classroom practice:

Governance Layer	Function
Governing Board	Ratifies the AI Policy annually; receives assurance reports on compliance and risk
Superintendent / SLT	Owns strategic direction; ensures alignment with the DLITP and accreditation cycles
AI Governance Committee	Cross-functional body (SLT, IT, Heads of Section, Data Protection Lead) that vets tools, monitors use, and escalates risk
Section/Department Leads	Operationalize the policy within curriculum, assessment and pastoral practice
Staff, Students, Parents	Apply the policy in daily practice and raise concerns through defined channels

New AI tools are only approved for use following review by the AI Governance Committee against data privacy, safeguarding, pedagogical value, and accessibility criteria. Approved tools are recorded in a maintained AI Tools Register, reviewed each term.

The AI Governance Committee has been formally constituted under this policy, with membership drawn from the Senior Leadership Team, IT/Data Protection Lead, Heads of Section, and the Inclusion Team, and reports to the Superintendent each term.

8. Roles and Responsibilities

Role	Key Responsibilities	Accountable To
Superintendent / Principal	Owns the policy; approves the annual review; ensures alignment with KHDA, MOE, Cognia and NEASC requirements	Governing Board
AI Governance Committee	Reviews AI tools before adoption; monitors implementation; reports risks and outcomes each term	Superintendent
IT / Data Protection Lead	Vets AI tools for data security and privacy; manages incident response for AI-related breaches	AI Governance Committee
Heads of Section (KG–G12)	Ensure age-appropriate, curriculum-aligned use of AI in classrooms; support teacher training	AI Governance Committee
Teachers	Model responsible AI use; design AI-informed tasks; safeguard academic integrity in assessment	Heads of Section

Role	Key Responsibilities	Accountable To
Career Guidance & Counseling Team	Guide ethical AI use in career exploration and university application support	Heads of Section
Students	Use AI tools honestly, safely, and within stated boundaries; disclose AI assistance when required	Teachers
Parents/Guardians	Support responsible home use; reinforce school guidance on AI and digital citizenship	Heads of Section

9. Responsible AI Use

All members of the school community are expected to:

- Use only AI tools that have been reviewed and approved through the AI Governance Committee.
- Verify AI-generated content for accuracy before relying on it for teaching, assessment, communication, or decision-making.
- Disclose the use of AI where it has materially contributed to written work, communications, or decisions, in line with section-specific guidance.
- Never input personally identifiable student, staff or family information into non-approved or public AI tools.
- Report concerns about misuse, bias, or unsafe AI outputs promptly through the channels described in Section 18 (Incident Management).

Age-appropriate boundaries apply across sections: Kindergarten and Primary use of AI is teacher-directed and closely supervised; Secondary students (Grades 6–12) are given increasing autonomy paired with explicit instruction in AI literacy, ethics, and disclosure expectations.

10. Teaching and Learning

AI can enrich teaching and learning when used with clear pedagogical intent. Teachers are encouraged to use AI to:

- Differentiate instruction and generate scaffolded resources for varied learner profiles.
- Support formative feedback cycles, freeing teacher time for higher-value interaction with students.
- Model critical evaluation of AI outputs as an explicit part of digital and information literacy.

Lesson and unit planning that incorporates AI tools should identify the intended learning outcome the tool supports, rather than adopting AI as a default or unexamined default. Career Guidance and Counseling (Grades 8–12) integrates AI-informed exploration tools (e.g., interest and personality inventories) alongside established frameworks such as RIASEC, OCEAN, and PERMA, with AI outputs treated as a starting point for reflection rather than a definitive result.

11. Assessment

The use of AI in assessment is governed by the principle that any grade, credential, or formal judgement of student attainment must reflect the student's own demonstrated understanding. Accordingly:

- Summative assessments specify explicitly whether AI use is permitted, restricted, or prohibited.
- Where AI-assisted work is permitted, students must disclose the tool used and the nature of the assistance.
- Teachers vary assessment design (e.g., in-class components, oral defense, process evidence) to ensure authentic evaluation of learning where AI access cannot be fully controlled.
- AI-detection tools may inform, but do not solely determine, a finding of an academic integrity breach; professional judgement and due process apply.

12. Academic Integrity

This AI Policy operates alongside the school's Academic Integrity Policy. Undisclosed submission of AI-generated work as one's own is treated as a breach of academic integrity and is addressed through the school's existing academic integrity procedures, applying age-appropriate, restorative, and proportionate responses.

- First-instance breaches in Secondary typically involve a restorative conversation, re-submission, and a record on the student's file.
- Repeated or serious breaches escalate through the Head of Section to the Senior Leadership Team, consistent with the school's broader behavior and integrity framework.
- Staff receive annual calibration training to apply academic integrity expectations for AI-assisted work consistently across departments.

13. Data Privacy

Dubai International School — Garhoud safeguards personal data in all AI use in accordance with UAE data protection law and school data governance standards. Specifically:

- Only AI tools with a reviewed data processing agreement and appropriate safeguards are approved for use with student or staff data.
- Free, consumer-grade AI tools without institutional data agreements must not be used to process personally identifiable information.
- Data minimization applies: only the information necessary for the task is entered into any AI system.
- Parents retain the right to request information on how AI tools process their child's data, consistent with the school's Data Protection Policy.

14. Cybersecurity

The IT and Data Protection Lead maintains cybersecurity oversight of AI tools, including:

- Vetting AI applications for security certifications, encryption standards, and vendor reliability prior to approval.
- Monitoring for AI-related phishing, deepfake, or social engineering risks and briefing staff and students accordingly.
- Maintaining an incident response protocol specific to AI-related data or security breaches, integrated with the school's broader Cybersecurity Policy.
- Reviewing access permissions for AI tools termly to ensure least-privilege access aligned with role.

15. Students of Determination

AI tools offer meaningful potential to support Students of Determination, and their use is considered within the school's Inclusive Education framework, consistent with KHDA's Inclusive Education Policy Framework. The school commits to:

- Evaluating assistive and adaptive AI technologies (e.g., text-to-speech, speech-to-text, simplification tools) as part of individualized support planning.
- Ensuring AI-based accommodations are documented in a student's Individual Education Plan (IEP) where relevant.
- Guarding against AI tools that could increase dependency in ways that undermine a student's development of independent skills, balanced against genuine accessibility need.
- Involving the Inclusion Team in the AI Governance Committee's review of tools intended for, or likely to affect, Students of Determination.

16. Professional Development

Staff capacity-building is central to responsible AI adoption. The school provides:

- Mandatory annual AI induction training for all teaching staff, covering approved tools, academic integrity implications, and data privacy expectations.
- Section-specific and role-specific follow-up training (e.g., Career Guidance, Kindergarten, SEN/Inclusion) to address context-specific applications.
- Ongoing professional learning communities to share effective, evidence-informed AI practice, feeding into the school's continuous improvement cycle.
- New staff induction that includes this policy as a required component of onboarding.

17. Monitoring and Key Performance Indicators

Implementation of this policy is monitored against the following indicators, expressed using KHDA percentage-band language, and reported to the Superintendent and Governing Board:

Indicator	Target (KHDA Band Language)	Monitoring Frequency
Staff completion of AI PD/induction training	Almost all (90%+) of teaching staff trained annually	Termly

Indicator	Target (KHDA Band Language)	Monitoring Frequency
Staff confidence in identifying AI misuse in student work	Most (75–89%) report confidence	Annually via staff survey
Documented AI-related academic integrity incidents resolved per protocol	Almost all (90%+) resolved within policy timeframe	Termly
AI tools vetted through governance approval prior to classroom use	Almost all (90%+) of active AI tools formally approved	Ongoing/Termly
Student awareness of responsible AI use (Grades 6–12 survey)	Most (75–89%) demonstrate awareness of expectations	Annually
Parent awareness of school AI guidance	Majority (50–74%) report awareness following communication	Annually

18. Incident Management

Concerns or incidents relating to AI use are managed through the following pathway:

- **Report:** Any staff member, student or parent reports a concern to the relevant Head of Section or the IT / Data Protection Lead (for data/security matters).
- **Assess:** The AI Governance Committee assesses severity (safeguarding, data breach, academic integrity, or operational) within 48 hours.
- **Act:** Appropriate protocol is triggered — child protection referral, data breach procedure, or academic integrity process — with the Senior Leadership Team informed for significant incidents.
- **Record and Review:** All incidents are logged in the AI Incident Register and reviewed termly to identify systemic risks or policy gaps.

19. Review Cycle

This policy is reviewed annually, with an interim review triggered by significant regulatory change from KHDA, MOE, Cognia or NEASC, or by a material AI-related incident. The review cycle is structured as follows:

Term	Activity	Responsible
Term 1	Policy communicated to staff, students (G6–12) and parents; baseline data collected	AI Governance Committee
Term 2	Interim monitoring of KPIs; mid-year incident and tool-usage review	IT / Data Protection Lead
Term 3	Annual review against KHDA, MOE, Cognia and NEASC updates; policy revised for next academic year	Superintendent / Governing Board

20. Appendices

The following appendices are maintained as living documents alongside this policy and are available from the AI Governance Committee:

- Appendix A — AI Tools Register (approved tools by section and purpose).
- Appendix B — AI Disclosure Statement template for student and staff use.
- Appendix C — AI Incident Report form.
- Appendix D — Parent/Guardian Guidance Summary on AI at Dubai International School — Garhoud.
- Appendix E — Cross-reference matrix: KHDA, MOE, Cognia, and NEASC ACE alignment points for this policy.