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Dakar Academy Schools

Artificial Intelligence Policy

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1. Purpose

This policy guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and districtwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

2. Definition of AI

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Bing Chat, ChatGPT, Gemini, Midjourney, and DALL-E, that can produce new content, such as text, images, or music, based on patterns they've learned from their training data.¹ This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. AI is a program that is designed to learn to be creative based on examples it has seen. While generative AI tools show great promise and

¹ OpenAI. (2023). ChatGPT (September 25 Version) [Large language model]. <https://chat.openai.com>



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often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

3. Scope

This guidance applies to all students, teachers, staff, administrators who interact with AI technologies used in our school system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

4. Biblical and Philosophical Foundation

At Dakar Academy Schools, we believe that technology, including artificial intelligence, is a tool that reflects the creativity and order of our Creator. As such, it is to be used with wisdom, discernment, and integrity. We affirm that:

- **Human work and learning are formative.**

"It is good for a man to bear the yoke while he is young" (Lamentations 3:27).

Education is not just about results but about shaping character, responsibility, and perseverance through effort. The process of learning, including struggling with difficult concepts and tasks, is central to personal and spiritual growth.

- **Diligence honors God.**

"Whatever you do, work at it with all your heart, as working for the Lord" (Colossians 3:23).

Our work is an act of worship, and we are called to give our best effort in all things. Shortcuts that bypass meaningful engagement with learning diminish the purpose of Christian education and fail to honor God's call to diligence and excellence.

- **Wisdom is worth more than shortcuts.**

"The beginning of wisdom is this: Get wisdom. Though it cost all you have, get understanding" (Proverbs 4:7).

Wisdom is not simply about acquiring information, but about discerning what is good, true, and beautiful. True wisdom is something that cannot be outsourced—it must be sought, wrestled with, and internalized through experience and reflection.

- **Technology is a tool, not a replacement.**

AI should serve to enhance our work and efforts, not replace the diligence required for personal growth, learning, and the development of character. We are entrusted with responsibilities and tools, and we are called to be faithful stewards of both. AI should be used in a way that magnifies the work we do, not diminishes it.



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These truths form the foundation for how we teach and expect AI to be used in our community. The following guidelines reflect that conviction.

5. Guiding Principles

- **Integrity:** Students and staff must use AI tools honestly, acknowledging when and how they have been used.
- **Stewardship:** We are called to use our time, talents, and tools—including AI—wisely and faithfully.
- **Work Ethic:** AI should not replace effort or the formative value of disciplined study. It should support and enhance diligent work; never bypass it.
- **Wisdom:** AI use should be guided by discernment, critical thinking, and accountability. Not everything AI offers is good, accurate, or appropriate.
- **Respect for Human Dignity:** AI must never be used to deceive, manipulate, bully, or promote falsehood. Its use should always reflect love of neighbor and respect for others' work and voice.
- **Adherence to existing policies and regulations:** AI is one of many technologies used in our schools, and its use will align with existing regulations

6. Acceptable Use of AI

Each teacher is ultimately responsible as a human user for the content that is created using AI. Teachers need to be active in evaluating, verifying, and revising AI-generated content.

AI tools can increase **teacher** effectiveness and efficiency in many tasks, such as:

- Unit and Lesson Planning, including breaking down standards
- Assessment Creation, Grading, and Feedback
- Differentiation/Personalization
- Creativity/Graphic Design
- Communication
- Analyzing and summarizing data (without personal information)

Students *may* use AI tools for:

- Research assistance (e.g., summarizing articles, generating ideas).
- Drafting or brainstorming with teacher permission.
- Language learning and translation support.
- Coding and computational problem-solving when permitted by the assignment.
- Administrative and productivity support for staff.



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Additional Recommendations for Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.²

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.
- Teachers might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)

7. Unacceptable Use of AI

AI tools *must not* be used to:

- Bypass learning by replacing required student thinking or writing.
- Plagiarize or generate entire or part of assignments, essays, or projects without teacher approval.
- Use, share, or input private or sensitive personal information (e.g., names, photos, contact information, or health data) without consent.
- Fabricate sources, citations, or data.
- Produce harmful, inappropriate, or misleading content.
- Violate copyright by reproducing or distributing protected content without permission.

Academic Integrity and Consequences

Using AI dishonestly is a violation of our academic integrity policy. Consequences may include:

- Redoing the assignment with reduced or no AI assistance.
- Receiving a lower grade or a zero.
- Additional disciplinary action for repeated or serious violations.

² International Center for Academic Integrity [ICAI]. (2021). The Fundamental Values of Academic Integrity. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity



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Consequences and discipline are guided by the procedures outlined in the student handbook.

8. Graduated Approach

The use of AI for schoolwork is introduced incrementally, alongside appropriate training (instruction, modeling, controlled exposure/practice) and oversight. This is done at a grade-appropriate level.

Grade Band	Teaching Students about AI/AI Literacy	Student Use of AI
G1-4	<ul style="list-style-type: none"> No explicit teaching, but background Biblical worldview ideas being established (e.g., humans created in God's image, technology as a tool to be used wisely). 	<ul style="list-style-type: none"> No independent use for schoolwork.
5-6	<ul style="list-style-type: none"> Model using AI as a supplement to human knowledge and skills. Technology and a Biblical worldview. Basic skills in evaluating AI output. Introduction to machine learning. 	<ul style="list-style-type: none"> No independent use for schoolwork, except via a teacher login. Highly managed classroom exposure.
7-8	<ul style="list-style-type: none"> Biblical worldview principles related to AI use (honesty, truth, humanity, wisdom, responsibility). Machine learning and human learning – how they are different and how they can work together. Training in the use of selected tools and what they should be used for. Developing skills in evaluating AI output. 	<ul style="list-style-type: none"> No independent use for schoolwork, except via a teacher's written permission. Controlled classroom exposure. Practice evaluating AI output.



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9-10	<ul style="list-style-type: none"> • Biblical worldview principles related to AI use (honesty, truth, humanity, wisdom, responsibility). • Practice in the use of selected AI tools for learning, including evaluating output. • Explicit teaching of DA policies on AI use and connection to values. • Citing AI sources using MLA format. • Uses of AI, recognizing when and how using AI is beneficial and ethical. • Risks of AI (e.g., privacy, misinformation, bias) 	<ul style="list-style-type: none"> • Independent use for schoolwork is limited to a small number of selected tools. • Practice/preparation for more independent use. • Clear and comprehensive teacher guidelines and oversight. • Citation using MLA format or the teacher's preferred format is always required.
11-12	<ul style="list-style-type: none"> • Biblical worldview principles related to AI use (honesty, truth, humanity, wisdom, responsibility). • Ongoing training/instruction and supervised practice. • Development of high-level skills in creating effective prompts, evaluating AI output through practice and feedback. • Instruction on specific uses of AI in subject area disciplines. • AI and adult life and work/career. 	<ul style="list-style-type: none"> • Permitted with explicit teacher directions/limits. • Used to support/assist in student thinking and creating, not replace it. • Citation using MLA format or the teacher's preferred format is always required.

9. Security, Privacy, and Safety

The IT department will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

Bullying/harassment: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times. Examples include using AI tools to alter or generate images, audio, or video to impersonate someone—such as creating fake



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messages, voice clones, or deepfakes—for the purposes of bullying, harassment, or intimidation is strictly prohibited.

10. Training and Review

We educate our staff and students about AI. Promoting AI literacy among students and staff is crucial to mitigating the risks associated with AI use and equipping students with the critical skills necessary for their futures. Students and staff need to be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We need to support teachers in adapting instruction in a context where some or all students have access to generative AI tools.

We commit to auditing, monitoring, and evaluating our school's use of AI. Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

This policy will be reviewed annually by a committee led by the Educational Technology Coach to ensure it continues to meet the school's needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

[Last updated: 05/20/2025]

Reference:

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit.

International Christian School of Budapest, *Policy Additions to Reflect AI (2024-2025)*