

**Margaret River Senior High School Generative Artificial Intelligence Procedures**

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Author: Mishka Marzohl

Contributors: MRSHS AI Policy Development Sub-Committee

These procedures must be read in conjunction with the Margaret River Senior High School Generative Artificial Intelligence Policy

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**These procedures must be read in conjunction with the Margaret River Senior High School Generative Artificial Intelligence Policy.**

1. **Policy Supported**

Margaret River Senior High School Generative Artificial Intelligence Policy

1. **Scope**

These procedures apply to all staff and students at Margaret River Senior High School (MRSHS).

1. **Procedures**

**3.1 Incident Management**

**3.1.1 AI Generated Plagiarism**

When a student is suspected of AI plagiarism, the incident management chain outlined below must be followed:

1. **Identification of Suspected Plagiarism**:

* The teacher conducts an initial review using their professional judgment and previous student work samples.
* The teacher compares the suspected content with the student's previous work to identify significant discrepancies in style, vocabulary, quality, or content, and any clear anomalies or patterns that suggest AI-generated content are noted.

1. **Report to Line-Manager (Head of Learning Area)**:

* The teacher formally reports the suspicion, along with evidence, to the Head of the Learning Area or appropriate authority.
* The line-manager reviews the evidence and decides whether to proceed with the next steps.

1. **Student Interview**:

* The student is called in for a face-to-face interview where the evidence of suspected AI-generated plagiarism is presented.
* The student is given an opportunity to explain or clarify.

1. **Outcome if Student Admits**:

* Please refer to ‘8. Cheating, Collusion and Plagiarism’ in the Upper School Assessment Policy.

1. **Outcome if Student Denies**:

* They are required to sit an in-class version of the assessment to validate their knowledge and skills which is marked normally.

1. **Communication with Parents**:

* An official email or letter is sent home to the student's parents/guardians, outlining the incident, the evidence, the school's policy on AI-generated plagiarism, and the actions taken.

1. **Documentation**:

* All evidence, conversations, and actions taken are documented for future reference to create a record that can be referred to in case of repeat offenses or for administrative purposes.

**3.1.2 Data Privacy Breaches**

When a student or employee’s personal information or data is disclosed without express permission or authorisation to an AI system, the incident management chain outlined below must be followed:

1. **Identification of the Data Privacy Breach**:

* A preliminary analysis is conducted by comparing data logs, transfer records, and other indicators to confirm the breach.

1. **Report to Line-Manager**:

* The employee reports the breach, with all available evidence, to their line manager.
* The line manager determines the scale and impact of the breach and decides whether to continue with the next steps.

1. **Employee Interview:**

* The involved employee is interviewed to understand how the data was unintentionally disclosed, with the aim of gathering insight and preventing future occurrences.

1. **Outcome of Internal Assessment:**

* If the employee is found to be at fault, proportional action is taken, from re-training to disciplinary measures, based on the breach's severity and the nature of the information disclosed.
* The Australian Privacy Principles (APP) and associated Privacy Act 1988 are consulted for regulatory action and penalties.

1. **Notification to Affected Parties:**

* Affected individuals are informed of the breach, detailing the nature of the disclosed data, steps taken by the school, and recommended actions for them based on the APP.

1. **Documentation:**

* All steps, communications, findings, and actions taken are documented for future reference and potential legal or administrative needs.

1. **Enhanced Training and Awareness:**

* Employees undergo specific training on the risks and best practices associated with third party AI systems, emphasising the importance of protecting personal data.

**3.1.3 Misrepresentation of Facts**

When an employee fails to critically assess AI generated content that is presented to MRSHS community members, the incident management chain outlined below must be followed:

1. **Assessment of Impact:**

* The responsible employee identifies misrepresented facts and uses their professional judgement, alongside discussion with colleagues, to determine whether the misrepresentation was of minimal impact or significant impact.
* Minimal impact is defined as a misrepresentation that is not likely to significantly impact any of the following: student academic, social, or emotional outcomes, wellbeing of community members, discrimination of community members, or professional perception/employability of community members.
* Significant impact is defined as a misrepresentation that is likely to significantly impact any of the following: student academic, social, or emotional outcomes, wellbeing of community members, discrimination of community members, or professional perception/employability of community members.

1. **Outcome if Impact is Minimal:**

* If impact is minimal, a correction is made to the documentation/information, and all stakeholders are informed that facts were misrepresented.

1. **Outcome if Impact is Significant:**

* If impact is significant, the employee’s line manager must be informed who will decide on the next steps.
* It is imperative that all necessary actions will be taken to rectify and limit the impact of the misrepresented facts including, but not limited to, the following: re-teaching content, tutoring, counselling, accommodations, announcements, rectification of records, apologies, and statements of accountability.

1. **Documentation:**

* All steps, communications, findings, and actions taken are documented for future reference and potential legal or administrative needs.

**3.2 Training and Awareness**

**3.2.1 Educator Training Programs and Resources**

Site managers must:

* offer in-depth training sessions for educators that cover the fundamentals of generative AI, its implications in the classroom, potential risks, and best practices for integration.
* offer hands-on workshops, enabling educators to interact directly with AI tools, familiarize themselves with features, and raise any concerns or queries.
* recognise that the domain of generative AI is continuously evolving, periodic refresher courses should be provided for all stakeholders which will cover updates in technology, new ethical considerations, or changes in the application of AI tools in educational settings.
* provide resources for the creation and maintenance of a resource hub/document containing articles, tutorials, video demonstrations, and FAQs about generative AI in the educational domain.

**3.2.2 Student Orientation and Parental Awareness**

Employees must:

* Implement introductory sessions for students at the beginning of courses or terms where generative AI tools are utilised, with the purpose of helping students understand the purpose, functionalities, and ethical use of the tools.

Site managers must:

* when deemed necessary, organise informational meetings or presentations for parents, highlighting the role of generative AI in modern education, the safeguards in place, and the benefits for student learning.
* provide resources that parents can refer to, ensuring they have the tools to support their children's understanding and ethical use of generative AI.

**3.2.3 Feedback Mechanisms**

Site managers must:

* Establish mechanisms to gather feedback from educators, students, and parents about the training sessions, ensuring that the content remains relevant, comprehensive, and user-friendly.
* Establish mechanisms to gather feedback from employees and students about their use of generative AI and what they feel would benefit their outcomes.
* Use feedback to identify areas of improvement, address concerns, and adapt training methodologies to meet the unique needs of the school community.

1. **Definitions**

**AI Plagiarism**

The use of artificial intelligence to produce content that is passed off as a student's own work, primarily in an assessment situation.

**Incident Management Chain**

The step-by-step process that should be followed when a particular incident (e.g., suspected plagiarism) occurs.

**Data Privacy Breach**

Unauthorised access or disclosure of student or employee personal information or data.

**Generative AI Tools**

Tools or platforms that use generative artificial intelligence to create new content or provide solutions.

**Feedback Mechanisms**

Systems or processes set up to gather and evaluate input from stakeholders on certain topics or issues.

1. **Related Documents and Procedures**

* [DoE Cyber Security Policy](https://www.education.wa.edu.au/web/policies/-/cyber-security-policy)
* [UNICEF Policy guidance on AI for children](https://www.unicef.org/globalinsight/media/2356/file/UNICEF-Global-Insight-policy-guidance-AI-children-2.0-2021.pdf)
* [Report Staff Conduct](https://ikon.education.wa.edu.au/-/report-staff-misconduct)
* [DoE Intellectual Property Policy](https://www.education.wa.edu.au/web/policies/-/intellectual-property-policy)
* [DoE Telecommunications Use Policy](https://www.education.wa.edu.au/web/policies/-/telecommunications-use-policy)
* [Meet copyright requirements when you use generative artificial intelligence technologies](https://ikon.education.wa.edu.au/-/meet-copyright-requirements-when-you-use-generative-artificial-intelligence-technologies)
* [DoE Staff Conduct and Discipline Policy](https://www.education.wa.edu.au/web/policies/-/staff-conduct-and-discipline-policy)
* [DoE Students Online in Public Schools Policy](https://www.education.wa.edu.au/web/policies/-/students-online-in-public-schools-policy)
* [DoE Use generative artificial intelligence technologies](https://ikon.education.wa.edu.au/-/use-generative-artificial-intelligence-technologies)
* [Australian Privacy Principles](https://www.oaic.gov.au/privacy/australian-privacy-principles)

1. **Contact Information**

**Policy manager:**

Mishka Marzohl - Chair of the MRSHS AI Policy Development Sub-committee

Margaret River Senior High School

**Other contact:**

Margaret River Senior High School

T: (08) 9757 0700

8.00am – 4.00pm Monday to Friday (excluding public holidays)

1. **More Information**

**Supporting content**

**Policy**

Margaret River Senior High School Generative Artificial Intelligence Policy

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05 September 2023