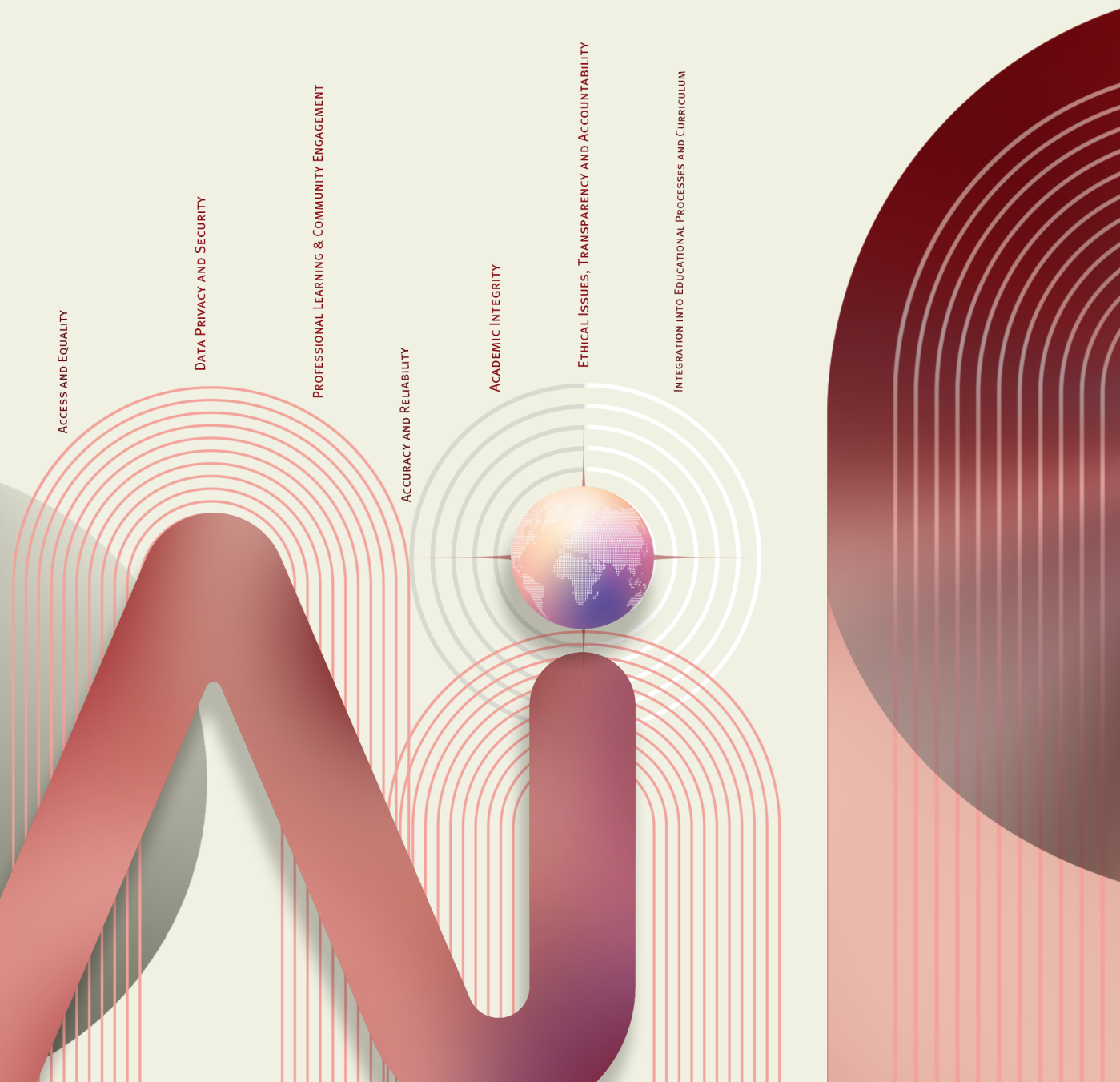
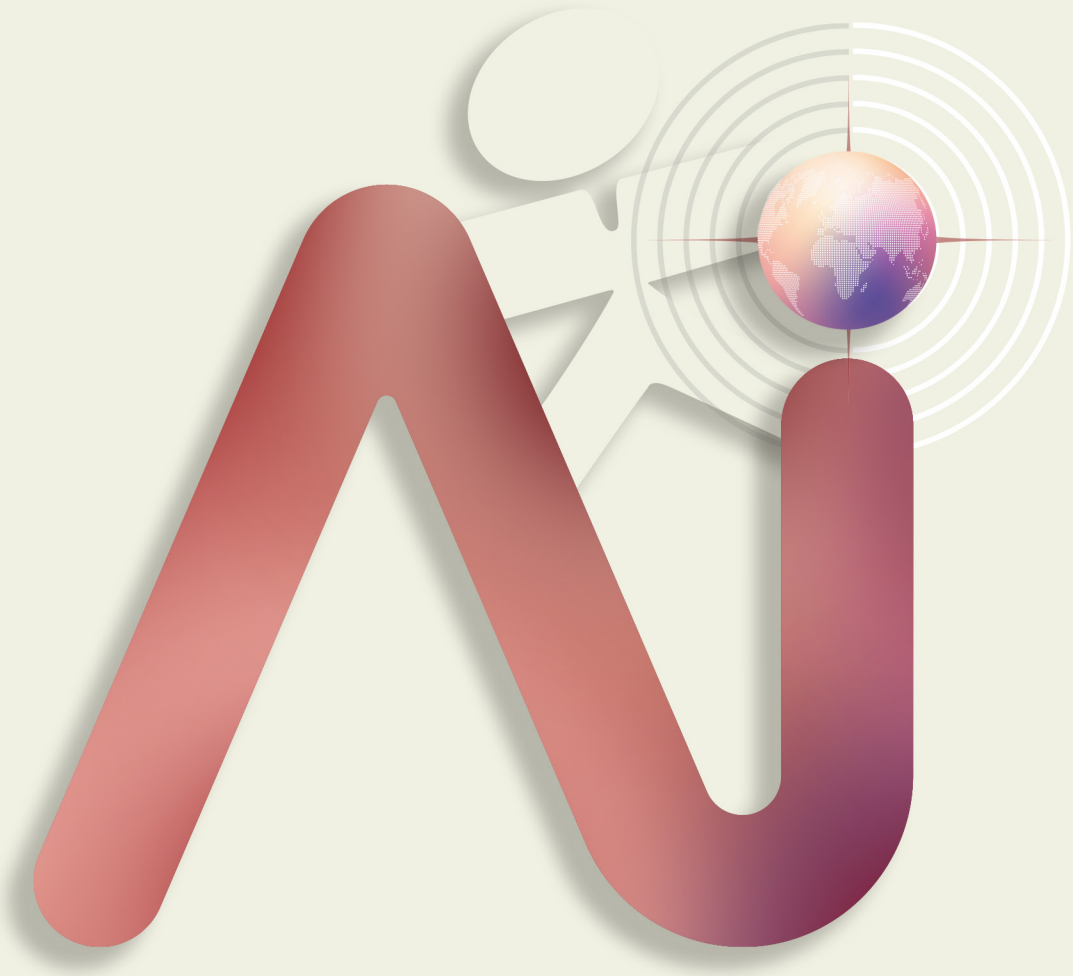
Information Strategies Center
Hisar School

HISAR SCHOOL
ISTANBUL

Hisar School Artificial Intelligence Education Policy

2025 March, V8





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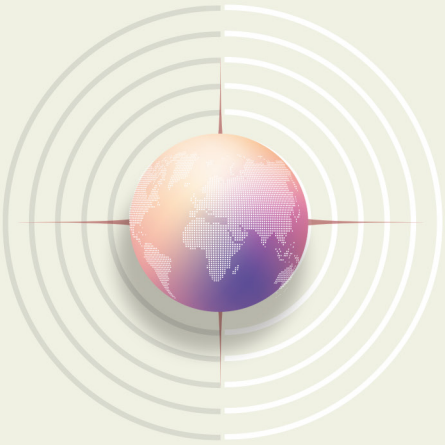

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Introduction

This policy guides Hisar School's educational ecosystem and seeks to spearhead innovative and ethical artificial intelligence practices in education. Hisar School intends to harness the transformative power of technology within the framework of scientific and ethical principles and to introduce flexible and innovative educational practices capable of rapidly adapting to ever-changing conditions.

Hisar School's Artificial Intelligence Education Policy was formulated by the Information Strategies Center (ISC) and developed in line with the school's overall strategies. The groundwork for this policy was laid at the **Artificial Intelligence Education Policies Workshop** held in 2023. The workshop served as a significant platform that brought together expert academics, technology leaders, and educators from Hisar School.

The **second Artificial Intelligence Education Policy Evaluation Workshop,** held in 2024, was a crucial step in reviewing and updating the existing policy, making it more comprehensive with strategic recommendations. In this context, **Hisar School's Artificial Intelligence Advisory Board** has been established as an important platform that unites diverse perspectives on the ethical, innovative, and responsible integration of artificial intelligence into educational processes.

1. Purpose

Hisar School's Artificial Intelligence Education Policy presents a comprehensive framework for the school community to ensure the ethical, safe, and responsible use of artificial intelligence technologies. While this policy seeks to maximize the potential of artificial intelligence to deliver innovative and inclusive solutions in learning and teaching processes, it also promotes its adoption based on privacy, security, and ethical values.

Integrating AI technologies at Hisar School aligns perfectly with our mission **"to unlock and nurture the true potential of our students and staff by meaningfully contributing to the world through critical thinking and effective collaboration"** and our vision **"to be a globally exemplary institution through its contributions to education and society".**

This policy document aims to provide a clear framework for the ethical, innovative, and responsible integration of AI technologies into educational environments. It also serves as a guide to enable students, teachers, and administrators to use AI-enabled tools consciously and effectively.

2. Scope

Applicable to all stakeholders in the Hisar School community, this policy document aims to facilitate the ethical, innovative, and responsible integration of artificial intelligence technologies into educational environments for students, teachers, academic and administrative staff, parents, and external stakeholders.

The policy addresses generative AI technologies such as ChatGPT, Gemini, DALL-E, MidJourney, Copilot, and emerging open-source and local AI models like LLaMA, Mistral, and DeepSeek. While artificial intelligence is increasingly utilized in learning, teaching, and management processes, the rapidly evolving nature of these applications necessitates that the policy serves as a flexible and dynamic instrument, updated regularly to incorporate new tools and technologies.

This policy will be implemented in accordance with Hisar School's core policies and guidelines, including the Information Strategies Policy, Personal Data Protection Policy, Academic Integrity Policy, and Child Protection Policy. All decisions regarding the use of artificial intelligence technologies will be made and executed based on core values such as the safety of the school community, data privacy, ethical standards, and academic integrity.

ChatGPT DALL·E deepseek Midjourney

3. Responsibilities and Stakeholders

All stakeholders of the Hisar School community are responsible for using AI technologies in an ethical, conscious, and responsible manner, enhancing educational and management processes, supporting professional learning, and fostering community engagement. The school community contributes to cultivating an informed and responsible AI culture by endorsing the adoption of AI technologies that align with data privacy, security policies, and institutional standards.

School Leaders and Administration

School leaders and the administration provide the necessary resources and support to ensure the ethical and effective use of AI technologies within the framework of established goals and policy. They also promote the development of an informed and responsible culture of AI utilization within the school ecosystem by ensuring compliance with data privacy, security policies, and institutional standards.

Information Strategies Center (ISC)

ISC leads the ethical, safe, and innovative integration of artificial intelligence technologies in Hisar School. It is responsible for the preparation, implementation, and updating of the policy, guiding the school community, and supporting the integration of innovative approaches in artificial intelligence into educational processes. ISC monitors current developments in artificial intelligence applications and ensures that Hisar School complies with national and international standards in this field.

Academic Staff (Teachers and other academic staff)

Academic staff employ AI technologies to enhance and enrich the learning and teaching processes in line with ethical and pedagogical principles. They guide students in developing their critical thinking, problem-solving, and creativity skills while supporting the responsible integration of AI into academic processes. They also contribute to a reliable and sustainable artificial intelligence ecosystem by adhering to the principles of data privacy, security policies, and academic integrity.

Administrative Staff

Administrative staff ensure that artificial intelligence technologies are used in compliance with data privacy, security policies, and institutional standards, and they are responsible for the effective implementation of the policy in administrative processes. When utilizing artificial intelligence tools as supportive elements in business processes, they prioritize ethical principles and a human-centered approach.

Students

Students utilize artificial intelligence technologies while adhering to the principles of ethics, safety, and academic integrity. They consciously engage with AI tools to enhance their critical thinking, problem-solving, and creativity skills, and they validate the accuracy of the information produced by comparing it with various sources. Additionally, students clearly indicate their use of artificial intelligence in assignments, projects, and other academic work, ensuring to cite relevant sources correctly. They exercise utmost care regarding data privacy and security and cultivate a responsible approach to digital citizenship.

Parents

Parents encourage their children to use artificial intelligence technologies ethically, consciously, and in ways that support the learning processes outlined in this policy, providing guidance when necessary. By educating their children about data privacy, security, and academic integrity, they enhance their awareness of responsible digital citizenship. Hisar School supports parents in raising awareness about the mindful use of technology and promotes the responsible use of artificial intelligence through school-community collaboration.

Artificial Intelligence Advisory Board

The Artificial Intelligence Advisory Board works closely with the Information Strategies Center (ISC) to offer strategic recommendations and guidance on the sustainability, effective implementation, and regular updating of artificial intelligence policies. By leveraging their expertise and experience, Board members promote the ethical, safe, and innovative integration of AI technologies into educational processes. They also play a vital role in fostering a conscious and responsible AI ecosystem within the school community by conducting evaluations based on international standards regarding the utilization of AI, best practices, and the latest developments in education.

External Stakeholders

Technology companies, academic institutions, and other collaborating organizations that provide AI technologies commit to following Hisar School's AI policies. These stakeholders are responsible for the safe, ethical, and effective integration of artificial intelligence technologies into educational processes. Additionally, they are expected to adopt and support best practices in AI use, upholding the principles of data privacy, transparency, and sustainability.

4. Definitions and Descriptions

This section aims to foster a shared understanding within the school community by outlining the key concepts related to artificial intelligence.

Artificial Intelligence – AI

Artificial intelligence (AI) consists of machine-based systems capable of making predictions, providing recommendations, and making decisions based on specific goals. These systems learn from data processing and algorithms, allowing them to adapt their behavior and operate either autonomously or collaboratively with humans (UNICEF, 2021; UNESCO, 2024). AI includes several interdisciplinary fields, such as natural language processing (NLP), machine learning (ML), computer vision, and robotics:

- **Natural Language Processing (NLP):** refers to technologies that allow computers to understand, process, and generate meaningful responses to human language.
- **Machine Learning (ML):** refers to systems' capability of learning from data to make predictions.
- **Computer Vision:** encompasses the processes of perceiving, analyzing, and recognizing images.
- **Robotics:** facilitates the creation of autonomous systems that can interact with the physical environment.

These technologies are extensively utilized in education, health, industry, and data analytics to support learning processes, streamline decision-making mechanisms, and optimize workflows (OECD, 2019; UNESCO, 2024).

LLM (Large Language Model)

LLMs are advanced artificial intelligence systems trained on big data clusters, enabling them to generate human-like texts (Like ChatGPT, Gemini, Claude, and Mistral 7B). These models are utilized in text analysis, natural language processing, and automated response systems (European Commission, AI in Education White Paper, 2024).

Local LLM (Local Large Language Model)

Local LLMs are open-source large language models (such as DeepSeek-R1, Mistral 7B, Falcon, BLOOM, and OpenHermes-2.5) that minimize reliance on cloud-based AI services and can be operated on local devices. Institutions and organizations may prefer these models to enhance data privacy and facilitate independent use (OECD, AI and the Future of Education, 2023).

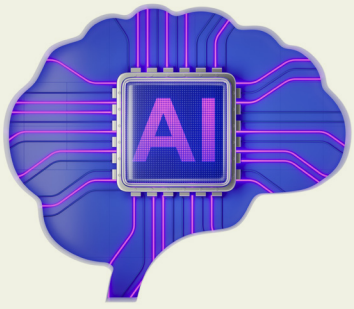
Generative AI

Generative AI refers to technologies that create new and original content by leveraging big data sets and advanced artificial intelligence models. These systems can produce content in various formats, including text, images, music, audio, and video, while also delivering customized outputs (UNESCO, 2023; European Commission, 2021).

Common examples of generative artificial intelligence tools include ChatGPT, DALL-E, Copilot, Runway ML, Kaiber AI, Gemini, and MidJourney. (The field is evolving rapidly, with new models and applications emerging daily). These tools can:

- Summarize information and answer questions, expediting access to knowledge.
- Generate original content across text, visual, and other formats.
- Support learning processes by tailoring educational materials to individual needs.
- Foster innovative ideas and facilitate the design of creative activities.

According to UNESCO's *Guidance for Generative AI in Education and Research (2023),* it is critical to use these technologies ethically, trustworthily, and responsibly. Users must consider key issues such as data privacy, algorithmic biases, and content accuracy (UNESCO, 2023; European Commission, 2021).



Algorithmic Bias

Algorithmic bias occurs when AI systems generate outcomes that are unjust to specific individuals or groups due to inherent biases in the data sets used. This bias can result in discrimination in essential areas such as education, hiring, healthcare, and law. To mitigate bias in AI decision-making processes, it is crucial to enhance the diversity of data sets and ensure algorithm transparency. Research indicates that imbalances in the data sets used to train AI models can lead to systematic biases against particular groups (Papakyriakopoulos & Mboya, 2021).

Artificial Intelligence Literacy

Artificial intelligence literacy is a competency that allows individuals to understand AI systems and technologies, grasp their functions, and use them consciously. While various models and approaches exist in the literature, this competency typically focuses on understanding the capabilities and limitations of AI, fostering a critical perspective, and making informed decisions aligned with ethical principles (Casal-Otero et al., 2023).

According to UNESCO, AI literacy involves not only technical skills but also the cultivation of critical thinking skills within the context of human rights, ethical values, and social justice principles (UNESCO, 2024). Furthermore, academic research highlights the importance of evaluating transparency, data privacy, and the societal impacts of algorithmic decision-making, in addition to understanding the technology itself (Zhang & Dafoe, 2021).

Responsible and Ethical Use of Artificial Intelligence

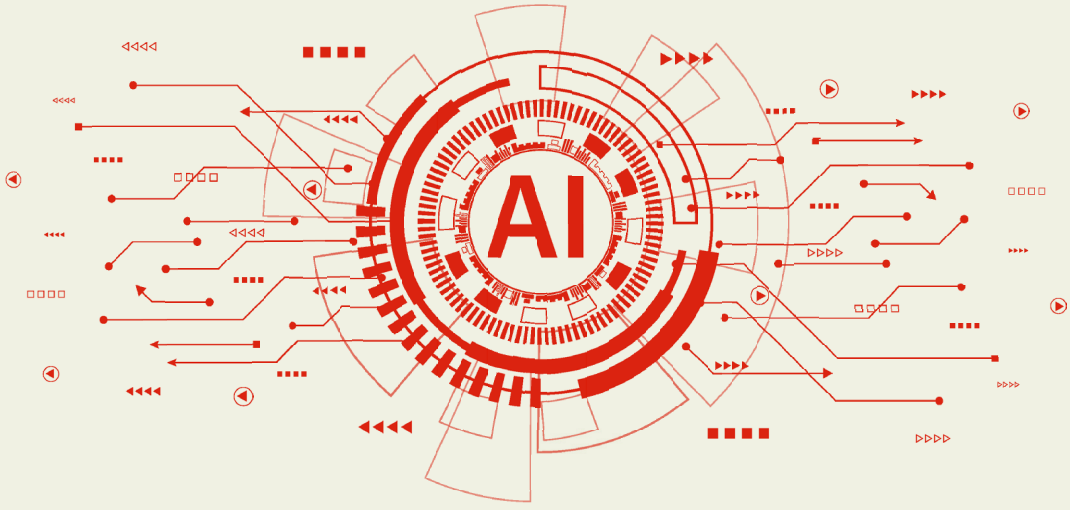
Developing comprehensive policies and strategies is essential to ensure the informed, safe, and ethical use of AI technologies. From this vantage point, *UNESCO's AI Competency Framework for Teachers and AI Competency Framework for Students* aim to promote the informed, ethical, and effective use of AI technologies (UNESCO, 2024).

The AI Competency Framework for Teachers guides the pedagogically effective and responsible integration of AI technologies into educational processes. Hisar School offers professional development programs, training materials, academic publications, and guides to support teachers in using these technologies within a pedagogically conscious and ethical framework.

The AI Competency Framework for Students focuses on developing critical thinking, ethical evaluation, and decision-making skills grounded in human rights. Hisar School structures AI literacy training within Information Technologies and Software courses at the K-12 level, as well as across various disciplines, in alignment with these international frameworks. This approach aims to cultivate a conscious, ethical, and critical perspective on artificial intelligence among students.

The OECD's report on Skills for a Resilient Green and Digital Transition highlights that the responsible and ethical use of AI technologies in education requires transparency, accountability, and a human-centered approach. Additionally, the European Commission's *Artificial Intelligence Act (AI Act)* establishes a regulatory framework for AI use in education. This act seeks to ensure the safe, transparent, and ethical use of artificial intelligence by establishing guidelines and rules specifically for education. Principles such as data privacy, non-discrimination, and accountability are particularly emphasized in AI-assisted educational applications.

In line with the previously mentioned international principles, Hisar School integrates innovative and responsible artificial intelligence applications into its educational processes, while also promoting the conscious and ethical use of technology among teachers, students, and the entire school community.



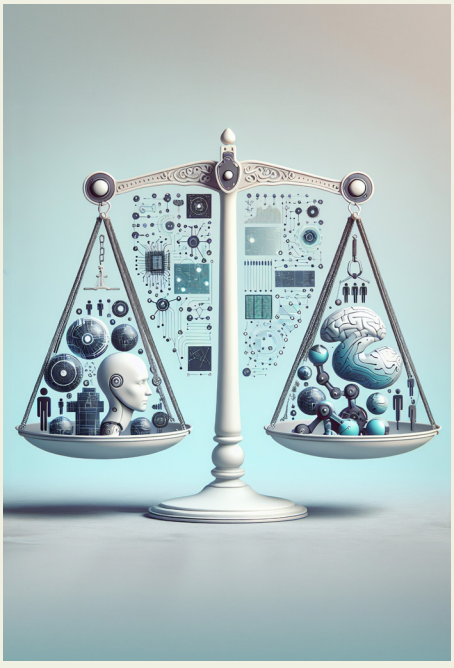
5. Ethical Considerations, Transparency and Accountability

Ethical Considerations

Human Rights and Rights of the Child: Hisar School is committed to protecting the fundamental rights of individuals while prioritizing the privacy, safety, and well-being of children in the use of artificial intelligence. All operations adhere strictly to the *Republic of Türkiye Law No. 6698 on the Protection of Personal Data (KVKK)* and the United Nations Convention on the Rights of the Child *(United Nations, 1989)*.

Furthermore, in all processes aligned with Hisar School's Child Protection Policy, the use of artificial intelligence tools is approached with a focus on the rights of the child and their safety while adhering to the relevant policy principles.

Accessibility, Equality, and Inclusion: Hisar School embraces the fair, equal, and inclusive implementation of AI-assisted systems in education as a core principle. To this end, Hisar School:



- Collaborates with stakeholders to ensure AI solutions are accessible to various socio-economic groups, individuals with disabilities, and students with diverse learning styles, thereby promoting equal educational opportunities (OECD, 2019).
- Utilizes AI to diversify teaching materials and cater to the individual learning needs of each student (UNICEF, 2021).
- Implements necessary measures to prevent algorithmic bias in measurement and assessment processes by applying artificial intelligence systems in an impartial and equitable manner (UNICEF, 2021).

Environmental Sustainability: Hisar School integrates artificial intelligence technologies in line with pedagogical and ethical principles, while also putting environmental sustainability at the forefront. The school recognizes the importance of adopting AI applications that reduce environmental impacts and maximize energy efficiency, viewing this as a critical area for future evaluation (European Commission, 2023).

Transparency and Accountability

Disclosure: Hisar School informs the school community about the mechanisms of artificial intelligence systems, algorithmic biases, and data processing practices (UNICEF, 2021; OECD, 2019).

Data Transparency: Hisar School manages data sets and processing in full transparency, ensuring that the artificial intelligence tools used in education fully comply with data security protocols (UNESCO, 2024).

Principle of Responsibility: Hisar School takes human oversight as a basis in AI-assisted decision-making processes and assumes responsibility for all outcomes of the decisions it makes (UNICEF, 2021).

Ethical and Legal Framework: Hisar School proactively assesses the ethical and legal risks associated with artificial intelligence tools and develops solutions to address potential issues (UNESCO, 2024; OECD, 2019).

6. Data Privacy and Safety

Hisar School implements all necessary measures to safeguard the personal data of students and teachers, ensure confidentiality, and prevent unauthorized access within artificial intelligence-assisted education systems. This responsibility is a primary focus of the school and is carried out in line with relevant legal regulations and international standards, including KVKK (Law No. 6698, 2016), GDPR (2018), UNESCO (2024), and UNICEF (2021).

Data Processed and the Purposes of Use

AI-enabled systems can process the following types of data:

- Identity information, academic records, data on learning processes, interactions with AI systems, responses to assessments.

This data can be used for the following purposes:

- Improving learning processes and personalizing educational content.
- Optimizing administrative processes and improving resource management.

Disclosure and Consent

- Hisar School keeps students, teachers, and parents informed about data collection practices by upholding data security and privacy principles.
- The school also runs consent mechanisms where necessary.

Audit and Security Measures

- The PDP Committee conducts regular audits and updates of data processing practices.
- They consistently inform the school community in line with transparency principles.
- Robust encryption systems, access control measures, and cybersecurity protocols are implemented to safeguard data.
- The data processing practices of third-party AI tools are also reviewed and audited.
- Necessary security measures are established to prevent unauthorized access.
- Data sharing occurs only through authorized entities.

Continuous Audits and Updates

- Data processing and storage practices are regularly reviewed and updated.
- The type of data collected, their intended use, and storage periods are communicated to the school community.
- Stakeholders are made aware of their data privacy rights as well as of the ethical use of AI tools.
- The PDP Committee regularly updates the applicability of this policy and makes updates as necessary.

7. Accuracy and Reliability

It should be noted that information provided by AI technologies may not always be accurate or reliable. Generative AI tools can produce incomplete or erroneous information, generate incorrect citations, contain contradictory statements, and use copyrighted content without proper attribution. Additionally, they may exhibit algorithmic biases and reflect the limitations of the datasets on which they are trained.

To address these concerns, Hisar School educates students on the conscious and responsible use of AI in IT courses and across various disciplines, promoting AI literacy. This education includes guidance on using AI tools ethically and maintaining academic integrity, all of which are integrated with the principles of digital literacy and academic integrity (see Academic Integrity and Artificial Intelligence).

Critical Analysis and Accuracy

- Information generated by AI should be critically evaluated and cross-referenced with reliable sources.
- AI systems can produce biased or misleading results due to the biases inherent in their training data. Therefore, it is essential to carefully analyze AI outputs and identify any potential errors.
- The content created by AI should be examined for academic accuracy and assessed as appropriate reference points.

Lack of Transparency and Human Control

- The decision-making processes of artificial intelligence technologies often lack transparency, making it challenging to trace the sources of information.
- Content generated by AI should be thoroughly analyzed, and its accuracy must be assessed using appropriate methods.
- Understanding how AI-based content is produced is crucial for using these tools responsibly and knowledgeably.
- Human oversight is vital in final decision-making processes. AI-generated analyses and recommendations should always be reviewed under human supervision and responsibility.
- Additionally, when utilizing AI resources, it is important to regularly verify the timeliness of information and avoid misleading content.

Copyrights and Intellectual Property

- To ensure that content produced using generative artificial intelligence tools adheres to copyright laws and academic citation standards, necessary measures must be implemented.
- Students, teachers, and the school community should clearly attribute the name and contribution of the artificial intelligence tool used in their texts, images, presentations, videos, and other materials. A proper citation must follow the principles of academic integrity.
- Protecting intellectual property rights extends beyond verifying the produced content. Copyright protection at the prompting stage, which guides AI tools, should also be taken into consideration.
- Artificial intelligence tools should not be prompted to mimic the style of copyrighted works, registered brand names, or artists. Additionally, prompts must not include elements that could lead to intellectual property infringement.

In line with these principles, Hisar School promotes the reliable, ethical, and responsible use of artificial intelligence tools in education. The school also aims to develop the critical thinking skills of its community by encouraging the informed use of AI.

8. Academic Integrity and Artificial Intelligence

The use of artificial intelligence technologies that adhere to ethical, responsible, and pedagogical principles is fundamental for Hisar School. AI systems must be implemented within a fair and inclusive framework that enhances learning while aligning with the principles of academic integrity.

Therefore, the use of artificial intelligence tools in education must comply with the Data Privacy and Security Principles, Accuracy and Reliability Principles, and the guidelines established in the Academic Integrity Policy *(See Data Privacy and Security, Accuracy and Reliability).*

Hisar School encourages students to create original works, with AI tools serving a supportive role. In this context, the following rules should be observed when developing AI-assisted content:

- The use of artificial intelligence tools must adhere to the standards outlined in the Hisar School Academic Integrity Policy.
- Students are responsible for investigating and verifying the accuracy of the information provided by AI, including details about people, dates, events, and contexts, using reliable sources.
- Since scientific citations and references generated by AI may be inaccurate, it is essential to check and substantiate these citations with trustworthy sources.
- It is the student's responsibility to assess the validity and relevance of any output generated by artificial intelligence, including homework, projects, presentations, and reports.
- Scientific citations within content created using AI tools should follow MLA (Modern Language Association) or other appropriate academic standards. If no specific citation method is indicated in the course, and MLA format is used, AI tools should be cited as specified in the table below:

Citations to AI and Indications in Bibliography in MLA Format

Citation Type	Sample Citation
In-text Citation - Indirect Use	According to ChatGPT, heroes in William Shakespeare's tragedies often face tragedies not due to their own actions, but because of fate (OpenAI, ChatGPT).
In-text Citation - Direct Use	ChatGPT notes that tragic irony is a common theme in Shakespeare's plays (OpenAI, ChatGPT).
General Format in Bibliography	OpenAI. ChatGPT, version 4, OpenAI, 2024, chat.openai.com.
By indicating the specific date for conversation in Bibliography	OpenAI. ChatGPT, version 4, OpenAI, 2024, chat.openai.com. Accessed 15 March 2025.

Table 1: Citations to AI and Indications in Bibliography in MLA Format

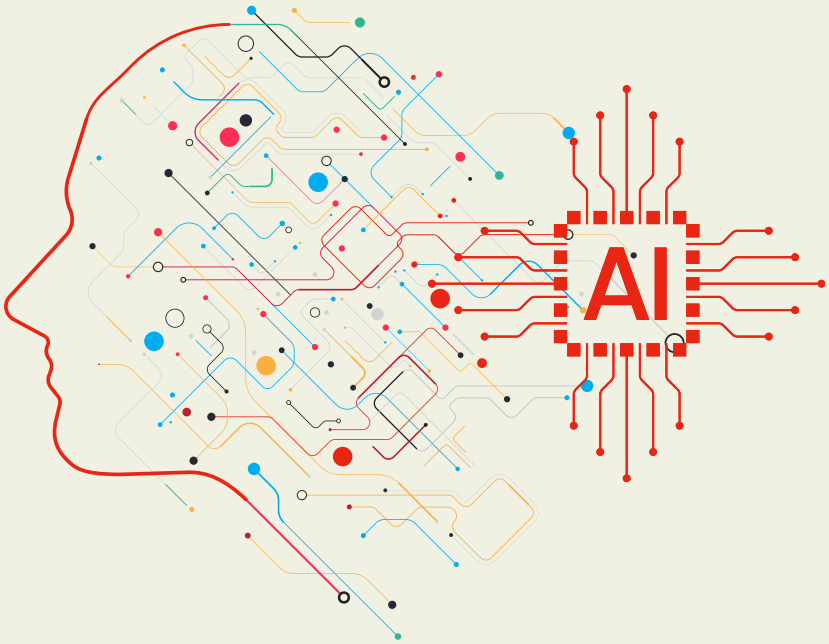
- If there are any uncertainties regarding the use of artificial intelligence in the course or assignment, the student should contact the relevant teacher.
- Violating these principles constitutes a breach of the Hisar School Academic Integrity Policy. https://www.hisarschool.k12.tr/wp-content/uploads/2023/10/Akademik-Durustluk-TR.pdf

9. Integration into Educational Processes and Curriculum

Türkiye's National Artificial Intelligence Strategy 2021-2025 aims to promote the use of artificial intelligence applications in education and to develop qualified human resources in this field. This strategy also promotes the integration of artificial intelligence technologies into educational processes. Hisar School supports the incorporation of artificial intelligence technologies into teaching methods while adhering to ethical, conscious, and pedagogical principles. Our objectives in this process include:

- Developing teachers' digital competencies,
- Adopting a student-centered approach,
- Building an inclusive and equitable learning environment.

The ethical, responsible, and informed use of artificial intelligence tools in education is crucial. To support teachers in effectively utilizing these technologies, guidance is provided based on international frameworks and academic research.



Artificial Intelligence Teacher Qualification Framework and International Approaches

UNESCO's *AI Competency Framework for Teachers* serves as a guide for educators to effectively utilize AI tools in education. This framework encourages teachers to employ AI tools consciously, ethically, and in alignment with pedagogical objectives (UNESCO, 2024).

In line with this framework, Hisar School complies with the following principles for implementing artificial intelligence technologies in education:

1

Fundamental Concepts and Applications of Artificial Intelligence

a. Teachers acquire knowledge of the basic concepts of artificial intelligence systems, their operational principles, and their significance in education.

b. They develop an understanding of how artificial intelligence functions, including data processing and algorithm mechanisms.

c. Teachers learn to effectively apply AI tools in educational settings.

2

AI-Assisted Instructional Design

a. Teachers create and deliver content tailored to students' academic needs by utilizing AI technologies for personalized learning.

b. They incorporate AI-driven analysis and assessment systems into lessons to track student progress and provide individualized feedback.

c. Teachers leverage AI tools to enhance lesson planning efficiency and offer customized guidance to students.

3

Critical and Responsible Use

a. Teachers examine the ethical implications of AI-assisted learning processes and promote the mindful use of these technologies among students.

b. They conduct research to identify algorithmic biases and assess the social and cultural impacts of artificial intelligence.

c. They raise awareness about the ethical and responsible use of AI technologies in education (See Accuracy and Reliability, Academic Integrity and Artificial Intelligence).

4

Continuous Learning and Professional Development

a. Continuous learning opportunities are offered to help teachers stay abreast of developments in the field of artificial intelligence.

b. Workshops, seminars, and professional development activities are organized with regards to AI-assisted educational processes.

c. Knowledge sharing among colleagues is encouraged, ensuring the transfer of experience (See Professional Learning & Community Engagement).

5

Assessment and Adaptive Learning

a. AI-assisted measurement and assessment systems are tailored to adapt to the individual learning processes of students.

b. The impact of AI tools in education is continuously analyzed, and new strategies are developed as needed.

c. Student data is managed securely, ensuring the ethical and responsible use of AI systems in education (see Data Privacy and Security).

Artificial Intelligence and Critical Thinking

According to the *International Journal of Artificial Intelligence in Education (IJAIED, 2023),* training programs aimed at raising teachers' AI literacy are crucial for fostering students' critical thinking and data literacy skills.

Artificial intelligence facilitates access to information, allowing students to evaluate various sources and cultivate critical thinking skills during their research. However, to prevent the dissemination of unreliable or biased information, AI tools should not be relied upon solely; they must be complemented by academic databases and traditional research methods.

Accordingly, in order to ensure the ethical and conscious implementation of AI-assisted education, teachers and students should adhere to the principles of accuracy, reliability and academic integrity in education (See: Accuracy and Reliability, Academic Integrity and Artificial Intelligence).

Artificial Intelligence Assessment Score (AIAS)

Hisar School emphasizes the crucial connection between the ethical and pedagogical use of artificial intelligence tools in education and the importance of academic integrity. It is essential for teachers to clearly communicate their expectations regarding the use of artificial intelligence to their students.

In this regard, the Artificial Intelligence Assessment Scale (AIAS) serves as a valuable guide for educators. Developed by Perkins, Furze, Roe, and MacVaugh (2024), this scale outlines a five-level system that encourages the mindful and regulated use of AI tools within an ethical and pedagogical framework. The AIAS systematically defines the appropriate contexts and levels for AI integration in educational processes.

Scale Levels and Definitions		
Level	**Definition**	**Scope of Use**
Level 1: No AI	No AI is used.	Students rely solely on their own knowledge and skills, utilizing traditional resources.
Level 2: AI-Assisted Idea Generation	AI is utilized at the time of brainstorming and research.	The student reviews the suggestions provided by the AI and transforms them into original content. The final submission does not rely on direct AI-generated material.
Level 3: AI-Assisted Editing	Artificial intelligence is used for grammar and text editing.	The AI is utilized solely for enhancing spelling, grammar, and clarity, without creating new content. The student must submit both the original and the revised versions.
Level 4: AI Task Completion, Human Evaluation	AI is used to complete certain tasks.	The student critically assesses the information generated by the AI, making edits as needed, rather than accepting it at face value. This evaluation is conducted according to academic standards.
Level 5: Full AI Integration	AI is used as a complementary element of the process.	The student actively manages the use of artificial intelligence, refining its outputs with personal insights. Human oversight is crucial throughout this process.

Table 2: AIAS Scale Levels and Definitions

At Hisar School, the AIAS scale serves as a flexible guide tailored to the pedagogical needs of teachers. Educators can modify this scale to align with their course content or choose alternative guidance methods. Additionally, the AIAS scale establishes a framework that promotes academic integrity principles in the use of AI by students (see Academic Integrity and Artificial Intelligence).

10. Professional Learning & Community Engagement

Hisar School strives to foster a sustainable learning ecosystem by promoting knowledge sharing in the field of artificial intelligence. In this regard, advancements in AI technologies are closely monitored, and teachers, along with the school community, receive ongoing support to elevate their knowledge, skills, and competencies.

Professional Learning

Hisar School employs various professional development methods to enhance the knowledge and skills of the school community regarding artificial intelligence. To this end, Hisar School:

- makes sure that training needs in artificial intelligence are regularly assessed and updated.
- Seminars, workshops, and sharing sessions are organized to address these needs.
- Participation in national and international professional learning communities focused on AI-assisted pedagogical practices is encouraged.
- A dedicated team, including members from the Information Strategies Center (ISC), has been established to lead the integration of artificial intelligence, with ongoing development of their competencies.
- Teacher-led research and action research are conducted to evaluate the impact of AI on academic processes.
- Research findings are shared with the school community through regular feedback mechanisms, and development processes are supported.

Community Engagement and Collaborations

Hisar School promotes awareness and active involvement in artificial intelligence among not only teachers but the entire school community. To this end;

- The school regularly prepares and shares reports, bulletins, and resources on AI with the school community.
- It collaborates with experts from various institutions and organizations to stay updated on current developments in AI.
- It provides mentoring and supervision support through external partnerships.
- It shares best practices, student projects, and examples of curriculum integration.
- It communicates AI-assisted solutions and innovative approaches to both the school community and broader audiences through multiple channels.
- It keeps parents informed about the school's AI policies and practices.
- It organizes regular meetings, working groups, and joint projects to promote knowledge sharing and strengthen collaboration among teachers, administrative staff, and other stakeholders.

This comprehensive approach supports the integration of AI technologies into the educational environment and fosters a culture of shared learning and development within the school community.

11. Policy Reviews and Updates

Hisar School conducts regular evaluations and updates to ensure that its artificial intelligence policies are sustainable, relevant, and current. The Information Strategies Center (ISC) plays a crucial role in this process, while the Artificial Intelligence Advisory Board provides strategic direction and guidance.

Information Strategies Center (ISC)

- Monitors and assesses the implementation of the policy across the school.
- Analyzes the policy's impact through feedback mechanisms (such as surveys and evaluation forms) at the end of each academic year and offers suggestions for improvement.
- Stays informed about updates in national and international artificial intelligence policies and aligns Hisar School's AI strategies with best practices.
- Coordinates the review and revision (when needed) of the policy at the beginning of each academic year.

Artificial Intelligence Advisory Board

- In partnership with the ISC, it supports the implementation of the policy in accordance with ethical, reliable, and pedagogical principles.
- It develops strategic recommendations for the use of artificial intelligence and contributes to policy updates.
- It monitors global and national trends regarding the ethical use of artificial intelligence in education, guiding the school's strategic planning.

This structure enables Hisar School to manage its artificial intelligence policies dynamically, sustainably, and appropriately to meet educational needs.

12. Later Steps

Hisar School aims for its AI policies to adapt to current practices and serve as a continuously evolving guide for educational environments. In this context, the policy will transcend being merely an updated document and will act as a strategic roadmap to ensure the effective, fair, and sustainable integration of AI in education.

- Each academic year, the AI education policy will be updated, and at least one professional development and policy assessment workshop will be organized.
- New collaborations, professional development activities, and innovative practices to enhance AI literacy within the school community, strengthen integration into teaching processes, and foster an inclusive learning environment will be encouraged.
- Collaborations with academic and industry stakeholders will be expanded to utilize open-source educational materials, AI-assisted teaching applications, and digital learning platforms.
- We will follow national and international best practices to promote the ethical, safe, and responsible use of artificial intelligence technologies.

Hisar School will conduct pilot studies on the use of open-source artificial intelligence models in education, evaluate the effectiveness of these tools, and continuously update AI integration strategies based on feedback.

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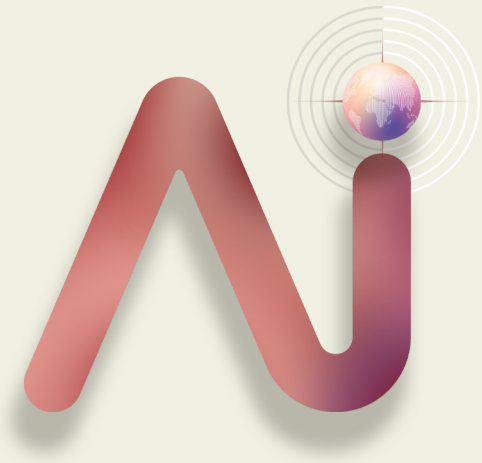
NOTES

Hisar Okulları

Yapay Zekâ Eğitim Politikası



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