

An adapt-and-go template.

A starting framework your school can shape. Replace the bracketed fields, cut what doesn't fit, and ratify through your usual policy process.

1. Purpose & scope

This policy governs the use of generative AI tools by students and staff at [School Name]. It applies to all learning, assessment, and administrative contexts where AI is used. It exists to protect learning, support integrity, and help our community use AI responsibly.

Adopted: [date] | Review due: [date + 12 months] | Owner: [role/committee]

2. Guiding principle

Pedagogy first, AI second. AI is a tool that serves learning; it does not replace the student's thinking, the teacher's judgment, or the relationships that make learning stick. Where AI and learning conflict, learning wins.

3. Acceptable use

Green — use freely, with disclosure	Brainstorming, research leads, feedback on your own draft, practice questions, study aids, accessibility support.
Amber — use with teacher approval	Drafting that you then substantially revise, code or text the teacher has explicitly permitted, tasks where AI is named as a tool. Citation required.
Red — not permitted	Submitting AI-generated work as your own on tasks that measure your own thinking, undisclosed AI use on assessed work, entering others' personal data into AI tools.

4. Disclosure & citation

- Students must declare AI use on any submitted work, naming the tool and how it was used.
- Teachers specify the permitted AI use for each task; if it isn't stated, ask before you use it.
- AI-generated content cited as a source, not presented as the student's own.

5. Assessment expectations

Teachers design assessment that distinguishes genuine learning from AI fluency — including process evidence, oral defense, or in-class components where appropriate.

Task-level AI permissions are stated explicitly on every assignment.

Rubrics reward what only a human learner can demonstrate: judgment, growth, voice, transfer.

6. Teacher responsibilities

Model responsible, transparent AI use in front of students.

Set and communicate task-level AI permissions.

Design AI-aware assessment rather than relying on detection alone.

Protect student privacy (see section 7).

7. Data privacy & security

No personally identifiable student data is entered into public/consumer AI tools.

Staff use school-approved tools where available; if none exist, data is anonymised before any AI use.

Student work is not uploaded to external AI services without consent and a clear educational purpose.

8. Academic integrity

AI misuse is addressed as both a learning and an integrity issue. It is handled under the existing [honor code / integrity policy], with the principle that the response teaches the right behaviour rather than only penalising the wrong one.

9. Review & evolution

This policy is reviewed at least annually by [committee] and updated as tools, evidence, and regulation change. The framework is intentionally stable; the specifics will move.

Adapted from the TEACH Framework. Not legal advice — have your counsel review before adoption.