



# Classroom AI-Use Policy Template

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A ready-to-use classroom AI-use policy you can copy and edit, plus an OK / NOT OK chart, a how-to-disclose mini-guide, and a parent-friendly summary in the teacher guide. The fillable student AI-disclosure slip is the student pages. Edit any of it in the Word version.

## HOW TO USE IT

Read the editable policy below and change anything in brackets to fit your class, then delete the brackets. Post the OK / NOT OK chart where students can see it, review the disclosure slip once, then require it on any assignment where AI was allowed. The parent summary can go home on day one or live in your syllabus.

## THE EDITABLE CLASSROOM AI-USE POLICY

TEACHER

Copy the text below into your syllabus or LMS. Edit anything in [brackets] to match your class, then delete the brackets. It is written in plain language so students and families can actually follow it.

### Our class and artificial intelligence

Artificial intelligence tools (like chatbots, writing assistants, and image generators) are part of how people work and learn now. In [class name] you may use them as a support, but the thinking and the final work must be your own. The goal is to help you learn, not to do the learning for you.

### When AI is allowed

AI is allowed for brainstorming, getting feedback on a draft, explaining a hard idea, and studying, unless an assignment says otherwise. Some assignments and all [quizzes and closed assessments] are AI-free so I can see what you know on your own. I will mark each assignment clearly.

### What you owe when you use it

If you use AI on an assignment where it is allowed, you must (1) disclose it using the class disclosure slip, (2) verify anything it told you against a reliable source, and (3) be able to explain your work in your own words. Turning in AI writing as if it were your own is [academic dishonesty] and is handled the same as copying any other source.

### If you are unsure

Ask me before you use it. Honest questions are never penalized. When in doubt, disclose.

## MAKE IT YOURS

Swap the bracketed pieces for your real policy: your class name, whether you allow AI at all, which assessments are AI-free, and how you handle dishonesty. A shared department version keeps students from getting mixed signals across classes.

Print this chart and post it, or paste it into your syllabus. It turns the policy into concrete examples students can picture. The left column is a green light; the right is a red light.

| OK · green light                                            | NOT OK · red light                                             |
|-------------------------------------------------------------|----------------------------------------------------------------|
| Brainstorming ideas, topics, or angles to get unstuck       | Submitting AI-written work as if it were your own              |
| Asking for feedback on a draft you already wrote            | Using AI on a closed quiz, test, or AI-free assignment         |
| Leveling a hard reading up or down so you can understand it | Copying AI text word-for-word without disclosing it            |
| Studying: quizzing yourself, making practice questions      | Skipping the thinking and pasting an answer you cannot explain |
| Explaining a confusing concept in simpler terms             | Turning in facts or sources you never checked or verified      |
| Checking grammar or tightening a sentence you wrote         | Making up a citation, quote, or data that AI invented          |

#### THE LINE TO REMEMBER

AI is OK when it helps you think and learn. AI is NOT OK when it replaces your thinking or hides that you used it. If a use would embarrass you to disclose, that is your answer.

Teach these steps once, then point students back to them whenever they use AI on work that allows it. Being honest about AI is simple and it protects them.

- 1** Name the tool. Say which AI you used (for example, the tool name) and the date you used it.
- 2** Say what you asked. In one line, describe what you used it for, such as brainstorming or feedback.
- 3** Show your part. Make clear what YOU wrote, decided, or changed. The final thinking should be yours.
- 4** Verify the facts. Check anything the AI stated against a reliable source, and keep that source.
- 5** Add a citation line. At the end of the work, add a short note in the format you require.
- 6** Attach the disclosure slip. Staple the class slip to the assignment so it travels with the work.

### **Sample citation lines students can copy**

- "I used [AI tool] on [date] to brainstorm topic ideas. All writing and final choices are mine."
- "[AI tool], response to my prompt about photosynthesis, [date]. I verified the facts using [source]."

A plain-language summary you can send home or paste into your syllabus so families know exactly where the class stands on AI. Edit the box text to match your policy.

- AI tools are allowed as a support for learning, not as a replacement for it.
- Students may use AI to brainstorm, get feedback, understand hard material, and study.
- Some assignments and all closed assessments are AI-free so we can see genuine understanding.
- Whenever AI is used, students disclose it honestly and verify what it tells them.
- Turning in AI work as one's own is treated like any other form of copying.
- Questions are always welcome. If you are unsure about a tool at home, just ask.

**WANT THE FULL TOOLKIT?**

This policy kit is a starting point. The editable CTE syllabus and classroom-management resources in the shop include this policy plus first-week materials, sign-off slips, and routines you can teach from day one.