The School AI Policy Kit

This is an editable template for writing your school's own AI policy. Read each section, then replace the blanks with your school's answers and change anything that does not fit. It is built to serve your school and your students first, and to be useful whatever tools you do or do not adopt. Everything Deskpad offers schools is free, and students are never charged.

1. Your stance

Start by writing down where your school stands, in a sentence or two, so every decision that follows has a north star. Steer clear of both 'we ban AI' and 'anything goes.' Name the principle instead: AI is welcome when it strengthens a student's thinking and stays visible, and discouraged when it replaces the work the student is there to do.

Decision to record:

Your school's one-sentence position on AI.

In student work, our school believes AI should be _____.

AI use is encouraged when _____.

AI use is not allowed when _____.

2. Where AI is allowed, and how students show their work

This is the heart of the policy. Spell out which uses are welcome (brainstorming, feedback, explaining a hard concept), which are off-limits (generating a draft and turning it in as your own), and how students make their process visible. Transparency is what makes the rest workable. When the thinking is shown, AI use stops being something to hide.

Decision to record:

Your allowed-use list, your not-allowed list, and how students disclose AI use.

Allowed uses: _____.

Not allowed: _____.

Students disclose AI use by _____
(for example, a short note on the assignment, or a visible revision history).

3. Keeping thinking visible

The real risk is not AI itself, it is cognitive offloading: students handing over the part of the brain that thinks critically. The research on over-reliance is real. The mitigation is to treat AI as a thought partner rather than a ghostwriter, and to keep some visibility into how work gets made, the way schools always have. When AI is allowed thoughtfully, students start to learn for

themselves where it helps them and where it hurts them.

Decision to record:

How your school keeps the student's own thinking visible in graded work.

We keep student thinking visible by _____.

When we suspect work was offloaded, we _____.

4. Energy and environmental cost

Be honest here, because the cost is real. Training and running large models uses meaningful energy and water. Two things keep it in proportion. Most of the footprint is in training, a cost paid once and then spread across billions of uses, so a single student's question is a tiny fraction of it. And efficiency is improving, with smaller and local models doing more on ordinary hardware. The honest path is not to single out AI for a ban while every other energy-hungry technology in the building goes untouched. It is to adopt it deliberately and prefer the most efficient tool that meets the need.

Decision to record:

Your school's stance on environmental cost, and any preference for efficient or local tools.

Our stance on the environmental cost of AI: _____.

Where possible, we prefer tools that _____.

5. Student data and privacy

Decide what student data is allowed to leave the building, and through which tools. Today most AI messages go to a cloud provider, and those providers are held to strict data-privacy standards with heavy penalties for misusing data, especially for minors. The field is also moving toward local models that run on a school's or a student's own hardware, which removes the concern entirely. Until then, approve specific tools deliberately and read what they actually do with student data.

Decision to record:

Approved tools, and what student data may and may not be shared.

Approved AI tools: _____.

Student data that may never be shared with an AI tool: _____.

We review a tool's privacy terms before approving it: yes / no.

6. Accuracy and hallucination

AI can state false things confidently. The most effective safeguard is not waiting for a perfect

model, it is changing how the model is used: ground it in trusted source material like the syllabus or the assignment, let it say 'I don't know,' and teach students to verify. Tools built this way, anchored to vetted material rather than answering from memory, cut error rates dramatically.

Decision to record:

How your school handles AI accuracy and teaches verification.

We expect AI tools used in class to be grounded in _____.

We teach students to verify AI output by _____.

7. Rolling it out

A policy nobody understands is not a policy. Plan how you will explain this to students, parents, and staff, in plain language, before it takes effect. Say what changed, why, and what is expected, and invite questions.

Decision to record:

Who you tell, when, and how.

We will share this policy with students by _____.

We will share it with families by _____.

Staff training and support: _____.

8. Reviewing it

AI moves fast, so your policy should be a living document. Pick a cadence to revisit it, at least once a year, and name who owns the update so it does not quietly go stale.

Decision to record:

Your review cadence and the person who owns it.

We review this policy every _____.

The person responsible for keeping it current is _____.

Built from conversations with more than a hundred educators. If it helps to talk your draft through, reach out at support@deskpad.ai. No cost, no pitch.