AI GENERATIVE POLICY

Purpose

Franklin Academy recognizes that Artificial Intelligence (AI) plays an increasingly important role in education. As part of our International Baccalaureate Middle Years Programme (MYP), we are committed to using AI tools in a responsible, ethical, and educationally sound manner. This policy reflects our core values of academic integrity, student well-being, and innovation, while integrating standards from our Acceptable Use Policy and guidance from the IB's Evaluating AI Scenarios framework.

Human Oversight and Teacher Responsibility

At Franklin Academy, AI is used as a support tool never a replacement for teaching and learning. Teachers remain the central figures in all instructional decisions, including grading, differentiation, and the development of meaningful learning experiences. Educators are expected to actively supervise the use of AI tools in the classroom and ensure that these technologies serve to enhance, not diminish, human interaction and emotional understanding. In any scenario where empathy, care, or contextual judgment is needed, it is the teacher's responsibility to intervene.

Students and families have the right to express concerns about AI use. In situations where these concerns are not adequately addressed, they may request an opt-out or alternative assignment. All faculty will receive annual professional development on the ethical use of AI, ensuring they are equipped to monitor its application and prevent misuse, bias, or overreliance.

Transparency and Communication

Teachers and school leaders must understand how AI tools function, particularly those used for assessment, personalization, and feedback. It is the school's responsibility to clearly communicate which tasks may involve AI support and which require original, human work. Students and parents will be informed about how AI systems are used in the classroom and how these systems align with the school's learning goals and values.

Every AI tool used in instruction must come with accessible documentation explaining its purpose, limitations, and potential risks. AI-generated outputs should always be evaluated for alignment with intended learning outcomes and relevance to the IB MYP framework.

Equity, Fairness, and Inclusion

All AI tools used in the classroom must be accessible to every student, regardless of age, ability, or learning need. The design and interface of these tools must be appropriate for K–8 learners and support inclusive participation. AI systems must treat students equitably, adapting to diverse learning profiles without reinforcing stereotypes or inequities.

Before implementation, all tools will be reviewed for potential bias in their data or algorithms. Educators and administrators are responsible for identifying and addressing any cases of discrimination or unequal treatment arising from the use of AI. Feedback mechanisms will be available for families or students to report perceived inequities.

Student and Community Well-Being

AI systems used at Franklin must contribute to—not detract from—the social, emotional, and academic well-being of learners. While some AI tools are designed to simulate empathy or interpersonal support, students must be informed that these interactions are automated and not a substitute for real human connection.

Parents will be involved in the decision-making process when new AI systems are introduced. AI tools that collect information on student engagement or emotional wellness will be monitored carefully, and any data used for these purposes will be anonymized and protected. If a student or parent expresses discomfort or distress due to an AI interaction, educators are expected to respond with compassion and care.

Privacy and Data Security

Student and staff privacy is a top priority. No personally identifiable information (PII) may be shared with AI platforms that are not part of the school's approved systems. Teachers and students must treat all data entered into AI tools as if it were public, regardless of the platform's privacy settings.

Data collected through AI systems will be stored securely, accessible only to authorized personnel, and used solely for educational purposes. Students and parents will receive clear explanations of what data is being collected, how it is stored, and for what purposes it will be used. Wherever possible, privacy settings can be customized to suit individual needs. Franklin Academy complies fully with all applicable federal and state data protection laws, including FERPA and COPPA.

Technical Safety and Reliability

All AI tools used at Franklin must meet high standards for technical safety, security, and performance. Each tool will undergo routine checks to ensure that it is operating correctly and not creating risks for students or staff. Teachers will be provided with training and documentation to help them understand how to use each tool safely and appropriately.

Vendors supplying AI tools must provide written documentation outlining data handling, storage, minimization, and system integrity protocols. The school will not approve any AI tool that cannot demonstrate sufficient technical robustness or fail-safe mechanisms.

Accountability and Evaluation

Franklin Academy has established an internal AI Governance Team, consisting of the MYP Coordinator, IT staff, administrators, and instructional leaders. This team is responsible for monitoring the implementation and impact of AI systems, reviewing student and teacher feedback, and evaluating tools for alignment with curriculum goals and ethical standards.

The effectiveness of AI tools is assessed based on their ability to enhance teaching, learning, and student engagement while upholding core educational values such as fairness, agency, and academic integrity. Final decisions about tool adoption and integration rest with school leadership and must be approved by the Franklin Academy Governing Board. Each vendor must provide a clear Service Level Agreement (SLA), outlining technical support, issue resolution, and update schedules.

AI in the Classroom: Applying the IB Scenarios

In accordance with the IB's Evaluating AI Scenarios guide, Franklin Academy distinguishes between appropriate and inappropriate uses of AI in student work. Students may use AI to brainstorm ideas, summarize content, or develop outlines, but all final work must be in their own words and demonstrate original understanding.AI-generated content may not always be accurate or relevant and should be used with critical thinking. AI cannot replace your thinking, creativity, or voice. AI cannot be used to generate entire essays, reflection pieces, or any summative assessment without teacher approval.

Teachers may ask students to orally explain or defend their work if AI involvement is suspected. Any student who incorporates AI-generated material without proper citation or authorization may be required to revise the assignment or complete a different task. Students and teachers are expected to be transparent about AI use, and hidden or unacknowledged AI contributions are considered violations of academic integrity.

Conclusion

Franklin Academy embraces innovation, but not at the expense of critical thinking, student well-being, or the core values of the IB MYP programme. AI has the potential to enhance learning, but only when guided by responsible use, thoughtful oversight, and a commitment to equity. This policy reflects our mission to prepare students for the future, not only by introducing new tools, but by helping them use those tools wisely. Faculty Revisions: Callie Scott - IB Coordinator, Jose Concepcion Luna- Individuals & Societies , Mildred Watson-Mathematics, Shati Ayinde-Passmore- PAD, Jorge Arias- Sciences, Ashley Coker- Language and Literature

Appendices

Appendix A: List of Approved AI Tools
Includes platforms such as ChatGPT (education account), Grammarly, Khanmigo, and others vetted for age-appropriateness, transparency, and data security.
Appendix B: Staff Training Guidelines
Outlines annual PD expectations, bias detection strategies, and responsible integration into the IB curriculum.
Appendix C: Student AI Integrity Guide
Clarifies what constitutes acceptable use, how to cite AI support, and expectations for original work.
Appendix D: AI Use Opt-Out Form
Permits families to request alternatives when uncomfortable with AI-supported instruction.
Appendix E: IB AI Scenario Reference Chart
Summarizes acceptable/violation cases per the 13 IB AI scenarios and how Franklin applies them in coursework.

References

International Baccalaureate Organization. (2023). Evaluating AI Scenarios. Retrieved from: https://media.vsb.bc.ca/media/Default/frf/103/IB%20Evaluating%20AI%20Scenarios.pdf

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U.S. Department of Education. (2023). Guidance on the Use of AI in K–12 Education.

FERPA (Family Educational Rights and Privacy Act), 20 U.S.C. § 1232g; COPPA (Children's Online Privacy Protection Act).

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Franklin Academy embraces innovation, but not at the expense of critical thinking, student well-being, or the core values of the IB MYP programme. This policy is designed to uphold those values while preparing our students for a future where human judgment and technology work together in harmony.