



Prairie School Guidelines for Use of Generative AI

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The School's goal is to develop scholars, artists, athletes, and leaders through meaningful educator-student relationships, collaboration, and human values so that Prairie graduates can make the world a better place. Digital citizenship is foundational in all divisional levels, and AI citizenship is intentionally incorporated as students receive school-issued devices. AI *usage* is thoughtfully introduced late in Upper School, once students have built strong foundations in all academic areas, as well as in critical thinking and problem-solving.

Education is about people, not programs. Technology is welcome only when it strengthens learning. Learning thrives when students are fully present—focused on their work, connected to their peers, and engaged with their teachers. Therefore, in support of the School's mission, student use of AI is restricted in both Primary School and Middle School and used with caution and intentionality in the Junior and Senior years of Upper School.

Based on Prairie's focus on student-teacher relationships and the expertise of our faculty, we trust and expect faculty to know our students and to identify when a student's work is created or enhanced by AI. If a student is suspected of using AI, the school will follow the procedures outlined in the Family Handbook for academic dishonesty, including but not limited to requiring the student to redo the assignment in a supervised setting, with an academic penalty assessed by the teacher.

Prairie's goal is to cultivate a learning environment where all members of the community inspire one another to explore, thrive, and add value individually and in collaboration. The following AI guidelines are created with that end in mind.

Primary/Middle School

- Students will not use AI for any classroom activities, including but not limited to:
 - Complete homework or classroom assignments
 - Complete tests, quizzes, or assessments
 - Generate stories, essays, or other written work
 - Solve math problems or provide answers without showing written work
 - Create presentations intended to demonstrate student learning
 - Circumvent teacher expectations or academic honesty policies
- Students will learn about AI's impact on society through AI citizenship instruction
 - Surrogate friendships
 - Impact on brain and learning
 - Misinformation: critically evaluating accuracy
 - Privacy
 - Environmental impacts

Upper School - 9th and 10th (to be included in all course syllabi)

- Students in 9th and 10th grade will not use AI, with the exception of students enrolled in AP Computer Science Principles*. Teachers will provide clear and direct instruction for writing and research assignments to support skill development through in-class writing and coaching with the subject area teacher.
- If there is any uncertainty about whether a resource qualifies as an AI tool, students are expected to consult their teacher before using it.

- Because of the invasive nature of AI, students may not use AI to "check" their work. Applications and platforms that offer improved expression, computation, or analysis misrepresent student understanding and undermine assessment.
- Students will only turn in and claim work that is in their own words without alteration.

Upper School - 11th and 12th (to be included in all course syllabi)

- Any use of AI for classroom activities will be communicated to students in writing and accompanied by clear guidelines, supervision, and delineated guardrails.
- If a teacher, in consultation with the Dept. Chair and Division Head, has decided student use of AI will be beneficial, students must forthrightly acknowledge the support in the document/artifact and provide a copy of their chat log.
- Failure to cite its use will be considered plagiarism and handled accordingly.
- If there is any uncertainty about whether a resource qualifies as an AI tool, students are expected to consult their teacher before using it.
- Because of the invasive nature of AI, students may not use AI to "check" their work. Applications and platforms that offer improved expression, computation, or analysis misrepresent student understanding and undermine assessment.
- Students will only turn in and claim work that is in their own words without alteration.
- Prairie students are responsible for all content used from an AI's output, including false or fictional data, hallucinations, or other inaccuracies generated by the AI. Content includes but is not limited to ideas, text, data, images, audio, or video.

Faculty

- Because the ease of unauthorized student use of AI threatens to undermine learning and assessment, it is essential that teachers develop tasks, checks for understanding, and assessments that inherently reward students for deep and authentic learning.
- Teachers will provide specific instructional tools other than/in addition to technology for each learning activity, unless the use of technology is the most effective instructional tool for the assignment.
- Teachers of 11th and 12th grade students will seek approval from their Department Chairs and Division Head for use of AI in the classroom or for assignments. Rationale for how the use of AI enhances student learning will be part of the discussion.
- As models of responsible users of AI, any time a faculty member employs AI to design, edit, or polish instructional materials, this augmentation must be acknowledged in the document/artifact.
- Teachers may use AI to support administrative tasks. However, generated responses should not be used in place of direct, personal communication with students, parents/guardians, and outside institutions like colleges and universities, i.e., marking-period comments, letters of recommendation, and emails and newsletters to families.
- Teachers may not enter any person's personal information or confidential school information into AI tools.