



American School of Brasilia  
Learners Inspiring Learners

# American School of Brasilia Artificial Intelligence (AI) Policy

We are a diverse community that provides an English-language-based pre-kindergarten through Grade 12 education. We are an International Baccalaureate World School with U.S. and Brazilian accreditation.

## Mission

Learners inspiring learners to be inquisitive in life, principled in character, and bold in vision.

## Vision

To positively impact the world through excellence in academics, activities, arts, leadership, and service.

## Philosophy Statement

Artificial intelligence (AI) is a helpful academic tool when used appropriately. AI provides valuable opportunities in education. With those opportunities, however, are a number of risks that require careful consideration and management. This policy aims to provide guidance for students, faculty, and staff on the proper, responsible, and ethical use of AI. It focuses on the use of generative AI tools in classroom teaching and learning, school administration, and systems operations. This policy is applicable to all EAB students, teachers, staff, administrators, and third parties interacting with AI technologies in the education system.

## Definitions

**Approved Artificial Intelligence (AI) Tool:** AI tools approved by EAB for student and faculty AI use, based on age-appropriateness, educational use, and data protection. See below for examples of approved AI tools.

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**Artificial Intelligence (AI):** Software and programs that are able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.

**Generative AI:** Tools, such as ChatGPT, Gemini, Flint, MagicSchool, etc. that can produce new content, such as text, images, or music, based on patterns they have learned from their training data.

**Hallucination:** A response generated by AI that contains false or misleading information that is presented as fact.

**Machine Learning:** A subset of AI in which computers learn from data without being explicitly programmed for a specific task.

**Personally Identifiable Information (PII):** Information that is entered into AI that reveals information that identifies a person or the school. Examples of PII include names, addresses, and photos. In Magic School this is flagged.

**Student Work Authentication:** When unauthorized use of AI is suspected, the student will attempt to show that their work is authentic. This may include a meeting with the teacher, a review of the student's planning documents, the student's assignment history in Google, and a review of the Student AI Disclosure Cover Sheet. If a student's work still cannot be authenticated and unauthorized AI use is still suspected, the work will be submitted to the Faculty Council.

**Unauthorized AI Use:** Use of AI in an assignment for parts of a task not specified in the AI Use Teacher Cover Sheet.

### Use of AI at EAB

At EAB, we recognize that, in order to fully prepare our students to be successful, we need to explicitly and effectively teach them how to use AI, without replacing their thinking and learning. However, AI inherently carries algorithmic bias, discrimination, and misinformation (hallucinations) due to its training data, and it must be critically assessed and appropriately attributed when used in learning. The effective and responsible application of AI in education relies on several key guidelines, including but not limited to the following:

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- The process is more important than the outcome: AI should be used purposefully to support the learning process or enhance students' thinking, but it should not replace students' thinking or creativity.
- Transparency: Expected and allowed use of AI should be explicitly stated when tasks are assigned; students should disclose and reflect on any use of AI in a task.
- Academic honesty: The use of AI must be correctly cited, in accordance with EAB's Academic Honesty Policy and following MLA formatting guidelines.
- Data protection: AI tools must meet government regulations, including Lei Geral de Proteção de Dados (LGPD). Students, staff, and faculty should not enter confidential or personally identifiable information (i.e., name, personal identification number, address, email address, telephone number, images, biometric data, etc.) into unauthorized AI tools, such as those without approved data privacy agreements. Therefore, only the AI tools listed below will be accepted.
  - The following sensitive data should never be added to AI: learning support records, health information, disciplinary information, family circumstances, grades, assessment records, and financial information

### Leveled AI Use at EAB

In general, students will not use AI prior to fifth grade. Students will learn the concept of what AI is, and they will see demonstrations of the capabilities of AI use.

In fifth grade, students will intentionally begin exploring MagicSchool using teacher-created bots.

In Middle School, students will use MagicSchool, Gemini, and other school-approved AI tools through structured, intentional, teacher-created activities and tasks. Teachers will explicitly state where and why AI may be used, and students will disclose their use of AI.

In High School, students will use school-approved AI tools for certain parts of tasks. Teachers will explicitly state where and why AI may be used, and students will disclose their use of AI. In Grades 11–12 IBDP classes, students will use AI tools for various parts of complex tasks, with a critical eye and detailed documentation of the process, including reflection on the effectiveness of the tools and analysis on the impact of their learning. If a teacher cannot authenticate a student's work, they will not submit the work to the IB for assessment.

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## **Assistive AI Use**

Students with diagnosed learning support needs may be eligible to use assistive AI tools, as outlined in their Individualized Educational Plan (IEP) or Student Support Plan (SSP). The use of these tools on IB assessment tasks must be approved by the IB.

## **EAB's Model of AI Use**

AI can be used at various stages of an assignment, but it should never be used to do the thinking or creative work on which the student is being assessed. Assessment stages can be separated into four areas: Think, Generate, Edit, Share/Submit (TGES). Within these areas, each assignment involves different actions, as illustrated by the IB Command Terms.

Depending on the learning objective of the assignment, AI may or may not be used for each command term action. Whether, how, and why AI can be used for a specific part of a task must be transparently communicated to the student when the task is assigned.

For each summative assessment that allows digital devices, a Teacher Cover Sheet will detail:

- A description of the assignment
- The learning objective of the assignment
- A table that details AI use:

| TGES steps to the assignment | Whether AI can be used in that stage | If AI can be used, the AI tools that are permitted and how they can be used | Rationale for AI use |
|------------------------------|--------------------------------------|-----------------------------------------------------------------------------|----------------------|
|                              |                                      |                                                                             |                      |

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The AI Use Teacher Cover Sheet template and examples of cover sheets can be found in Appendix 1.

## **Responsibilities**

### **School Responsibilities:**

- Educate staff and students about AI, emphasizing AI literacy for all learners in order to teach critical skills essential for students' futures, while still addressing inherent risks;
- Provide teachers with the tools and guidance needed to adapt instruction in an environment where students have access to generative AI tools;
- Continue to actively seek out the benefits of AI in education while carefully addressing the risks and potential for misinformation and bias, ensuring we evaluate if and when it is appropriate to use AI tools.
- Align AI use with regulations, including age-appropriateness, student privacy protection, accessibility for all, and guarding against harmful content;
- Frequently audit, monitor, and update policies, procedures, and practices to keep up with the rapid evolution of AI technologies;
- Make approved AI resources accessible to the EAB community, with a special focus on using AI as a tool for engaging, enriched learning. New tools will be considered by the AI Committee and approval will be confirmed by the Instructional Leadership Team (ILT) on an as-needed basis. The Data Protection Officer will review the data policy for any considered AI tools. Newly-approved AI tools will be announced by principals at assemblies and faculty meetings, and allowed use will be documented on AI Use Teacher Cover Sheet.

### **Teacher Responsibilities:**

- Use only EAB-approved AI tools for school-related work. If non-approved tools are required for a specific task, approval should be requested from the Tech Director.
- Model transparency in their use of AI;
- Teach students how to use AI critically and responsibly, including an analysis of strengths and weaknesses of AI use;
- Leverage AI to help students achieve educational objectives and improve overall outcomes in learning, teaching, and operational effectiveness;
- Follow the Teacher Process (below), including the completion of the AI Use Teacher Cover Sheet (Appendix 1), to make explicit the acceptable use of AI for every

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summative assessment that allows digital devices when it is assigned, and to ensure that AI use aligns with the assessment expectations of the task;

- Ensure that AI use for assignments is with EAB-approved AI tools that align with EAB's data-protection protocol;
- Teach and reinforce the correct citation of generative AI in MLA format;
- When unauthorized use of AI is suspected, meet with the student to allow them to demonstrate the authenticity of their work, through a review of their planning documents, their assignment history in Google, and a review of their Student AI Disclosure Cover Sheet.
- In alignment with EAB's Academic Honesty Policy, report incorrect use of AI by students to the Faculty Council (high school), the Middle School Principal (middle school), and the Lower School Principal or Assistant Principal (lower school).

### **Student Responsibilities:**

- Use AI only in approved ways detailed on the Teacher Cover Sheet for a given assignment;
- Complete a Student AI Disclosure Cover Sheet (Appendix 2) that accurately indicates where, how, and why AI was used for a given assignment—without this, the work will not be assessed;
- Use school-approved AI tools for school-related activities;
- If in doubt about AI use, ask the teacher;
- Cite AI correctly using MLA formatting.

### **Teacher Process**

When preparing an assessment or other task that might involve AI use, teachers must:

1. Carefully think about the steps, in terms of TGES and IB Command Terms, that students will take to complete the assignment.
2. For summative assessments that allow digital devices, create an AI Use Teacher Cover Sheet (Appendix 1) for the assignment that identifies these steps, AI use that is allowed in that step, and the reason that AI is or is not being used in that step. When assigning the task to students, teachers must provide that cover sheet to students.
3. When receiving assignments from students, teachers must require a Student AI Disclosure Cover Sheet (Appendix 2).

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## **EAB-Approved AI Tools:**

EAB approves AI tools for student and faculty AI use, based on age-appropriateness, educational use, data protection, and monitorability. EAB only approves students to use AI tools that align with our data protection policies and which have a K–12 educational use policy. **AI tools should only be used when signed into an EAB Google account.** Approved tools include:

- MagicSchool
- Google-Workspace AI tools: Gemini, Gemini Notebook, etc.
- Canva

AI tools that are not approved by EAB include, but are not limited to:

- ChatGPT (collects data, only allowed for ages 13+)
- Perplexity (collects data)
- Deep Seek
- Grok

If non-approved tools are required for a specific task, approval should be requested from the Tech Director.

If a faculty member or student would like a review of an AI-tool for approval, they should email the Tech Director, who, with the AI Committee, will review the tool based on the aforementioned criteria.

## **Citation of AI**

Students are expected to correctly cite use of AI using MLA formatting. The citation should appear as

“Prompt used” prompt. AI tool. Date accessed. URL of website.

If the information is from a lengthy conversation with AI, then a summary of the prompt can be used, instead of the actual prompt.

An example of an MLA-formatted works-cited-list entry in a student essay:

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"Look at my examples of how the theme of nature is revealed in Jane Austen's *Mansfield Park*. Provide some feedback on how well I've explained how they connect to this theme." prompt. Raina, MagicSchool, 30 Apr 2026, [app.magicschool.ai](https://app.magicschool.ai).

**For more information, please refer to the following documents:**

- [EAB Academic Honesty Policy](#)
- [EAB Acceptable Use Policy](#)
- [IB Academic Honesty Policy](#)
- [AI Citation Guide \(2025 update\)](#)
- [Partnering in the Age of AI Presentation to EAB Parents \(2026\)](#)
- [AI Citation Presentation to HS \(2025\)](#)

## **References:**

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023) [AI Guidance for Schools Toolkit - TeachAI](#)

[MagicSchool.ai](#) (2026) [MagicSchool FAQs](#): Practical answers about using AI in ways that support students and teachers.

McMillan, Alex. *AI Enhanced Processes*. 2nd ed., 14 Nov. 2025, [aienhancedprocesses.com](https://aienhancedprocesses.com).

Miao, Fengchun, et al. *Guidance for Generative AI in Education and Research*. UNESCO, 2023. ([Doc Link](#))

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## Appendix 1: AI Use Teacher Cover Sheet

**Teacher:**

**Class:**

**Date assigned:**

**Date due:**

**Learning objective(s) assessed:**

**Description of the assessment:**

### AI Use Guidelines for this Assignment

| Stage of Task | Is AI permitted ? | If yes, what tool(s) are permitted, and how can AI be used? | What is the rationale for AI use in this stage? How should it enhance the students' work? |
|---------------|-------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Think         |                   |                                                             |                                                                                           |
| Generate      |                   |                                                             |                                                                                           |
| Edit          |                   |                                                             |                                                                                           |
| Share         |                   |                                                             |                                                                                           |

**Are grammar-based editing programs (e.g. Grammarly) allowed on this assignment?**

### Assessment Rubric:

|  |  |  |  |  |
|--|--|--|--|--|
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## **Appendix 2: Student AI Disclosure Cover Sheet**

**Student name:**

**Teacher name:**

**Class:**

**Assignment name:**

**Date:**

**Did you use AI on this task?**

| <b>List any AI tools that you used to complete this task</b> | <b>Where during the task did you use this tool?</b> |
|--------------------------------------------------------------|-----------------------------------------------------|
|                                                              |                                                     |
|                                                              |                                                     |
|                                                              |                                                     |

**List the prompts that you gave to AI:**

**How did your use of AI enhance your task?**

**How did your use of AI hinder your task?**

**If required, in the works cited, did you correctly cite your use of AI using MLA formatting?**

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