Delaware City Schools AI Guidance

Purpose of AI in Education

Delaware City Schools AI guidance is designed to provide our educational community with a set of thoughtful guardrails as we commit to harnessing the transformative tool of artificial intelligence (AI) to support personalized learning.

Our guidance is built on five principles:

1. Human Agency
2. Compliance/Data Privacy
3. Develop AI Literacy and Ethical Use
4. Balance Risks and Benefits
5. Academic Integrity

Types of AI Tools Used in Schools:

Generative AI tools, such as ChatGPT, and Gemini, are trained on massive amounts of data to recognize patterns and relationships between words, images, sounds, code, etc. They use those relationships to generate brand-new, original outputs customized to the prompts users provide. However, using them to complete assignments can raise issues of plagiarism.

Predictive AI tools, such as those used to recommend products or movies, use data about past behaviors to identify patterns and forecast things we might want or do in the future. They can analyze patterns in student data to forecast outcomes such as being on track for graduation.

But predictive AI outputs represent informed guesses, not certainty about the future. These insights allow educators to intervene proactively but require human discretion to evaluate them for potential bias and account for the inherent uncertainty in forecasting.

Other uses of AI include

- Intelligent tutors to provide personalized teaching.
- AI for assessment to augment grading efficiency and consistency.
- Assisting with administrative tasks such as scheduling.

Want to learn more about AI?

- See AI 101 for Teachers from Code.org, ETS, ISTE, and Khan Academy.

Human Agency –

Any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes. Human-centered leadership is fundamentally important.

These decisions include instructional decisions, such as assessment or academic interventions, and operational decisions, such as hiring and resource allocation. AI systems should serve in a consultative and supportive role without replacing the responsibilities of students, teachers, or administrators.

DCS expects increasing transparency from AI providers on how their tools work. DCS aims to work with AI tools that are transparent in how they operate, that provide explanations for outputs, and that enable human oversight and override. The DCS Technology Team has developed a DCS Rubric for AI Tool Adoptions to aid in the selection of AI tools.

Compliance and Data Privacy –

When implementing AI systems, DCS employees must be aware of federal and state laws as well as School Board policy to comply with privacy, data security, student safety, data transfer and ownership, and child and youth protection.

Current regulations relevant to the use of AI in education

United States

- FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
- COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
- IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
- CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
- Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

State of Ohio

- Senate Bill 29 - (effective October 24, 2024)
    - Requires each **contract** between a technology provider and a school district to ensure appropriate security safeguards for educational records.
    - Requires maintenance of educational technology records created, received, maintained, or disseminated by a technology provider are **solely property of the school district**.
    - If records maintained by the technology provider are subject to a security

breach, the provider must disclose to the school district all information necessary to comply with Ohio law on agency **disclosures of security breaches**. Technology providers must follow continuing law provisions regarding security breaches of computerized personal information data.

- **Within 90 days** of the expiration of a contract, unless renewal is reasonably anticipated, a technology provider **must destroy or return** to the appropriate school district **all educational records** created, received, or maintained pursuant to or incidental to the contract.
- **Prohibits** a technology provider from **selling, sharing, or disseminating educational records** except as permitted or as part of a valid delegation or assignment of the contract with a school district. It also prohibits a technology provider from using educational records for any commercial purpose, including marketing or advertising to a student or parent.
- Requires that each contract between a technology provider and a school district **ensure appropriate security safeguards** for educational records and include: (1) a restriction on unauthorized access by the technology provider's employees or contractors, and (2) requirement that the technology provider's employees may access educational records only as necessary to perform official duties.
- Not later than August 1 of each school year, the bill requires **each school district to provide parents and students with direct and timely notice by mail, email, or other direct communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational records**. The notice must:
  - 1. Identify each technology provider with access to educational records;
  - 2. Identify the educational records affected by the contract;
  - 3. Include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows curriculum, testing, or assessment technology provider to access a student's educational records.

Delaware City Schools Board Policy

- Artificial Intelligence po7540.09-
  - "Google Gemini. (2025, April 13): "The school board acknowledges AI's potential benefits for education and operations, authorizing its use when aligned with district goals and legal requirements. AI use must comply with existing policies regarding non-discrimination, technology use, student conduct, records, and confidentiality, with violations resulting in disciplinary action and potential legal referrals." Generated using Open AI

- Student Acceptable Use Policy po7540.03 -
  - "Google Gemini. (2025, April 13): "AI tool use for schoolwork is generally prohibited to maintain academic integrity and foster student learning, unless a teacher grants explicit permission. Teachers may allow AI for specific purposes like research, data analysis, translation, writing assistance, or accessibility, provided

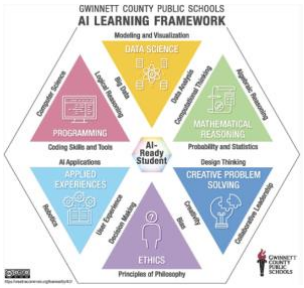
it's used ethically and responsibly. Students must cite AI-generated content and explain its usage, and unauthorized use will result in disciplinary action. Violations of this policy may lead to suspension of technology privileges and personal liability for unauthorized use of district resources." Generated using OpenAI

- ag5110. STUDENT HANDBOOKS -
    - The guidelines and procedures by which students are to function while attending school in the District are to be contained in one (1) or more student handbooks... Each is to provide the following types of information and aids:
        - A section describing, in detail, the Code of Conduct. The Code should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also provide an explanation as to why those behaviors are important to the proper development of the student, the productive interactions among the people in the school, and the effective operation of the school.
          -unethical actions such as lying or cheating
    - Current language on academic integrity in our High School Student Handbook: **"Academic Dishonesty** Presenting someone else's (author, critic, or peer) work as one's own in order to obtain a grade or credit is considered to be cheating. This includes, but is not limited to, copying others' assignments, quizzes, or test answers and plagiarism. Providing one's own work for another student to copy is also considered cheating. "(High School Handbook page 20)

- po8330STUDENT RECORDS -
    - Student records containing personally identifiable information should not be placed in AI tools.
    - Student personally identifiable information (PII) includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

- po7540.02 WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES -

- The Board authorizes the use of apps and services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.
- The Board requires the Director of Technology/CTO pre-approve each app and/or service that a teacher intends to use to supplement and enhance student learning. To be approved, the app and/or service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the COPPA and CIPA and Section 504 and the ADA.
- The Board further requires the use of a Board-issued e-mail address in the login process.
- DCS Digital Resource Approval Process - The process to request student login access to a digital resource. This process must be followed and app/websites with student login must be on the approved list before students may create accounts for compliance with federal and state laws and DCS Board policy.



Develop AI Literacy and Ethical Use –

AI literacy refers to the knowledge, skills, and attitudes associated with how artificial intelligence works. This also includes ensuring our tools are accessible, understandable and used responsibly. Clear guidelines, and regular training will help students and staff engage thoughtfully with AI tools, and recognize potential biases and limitations.

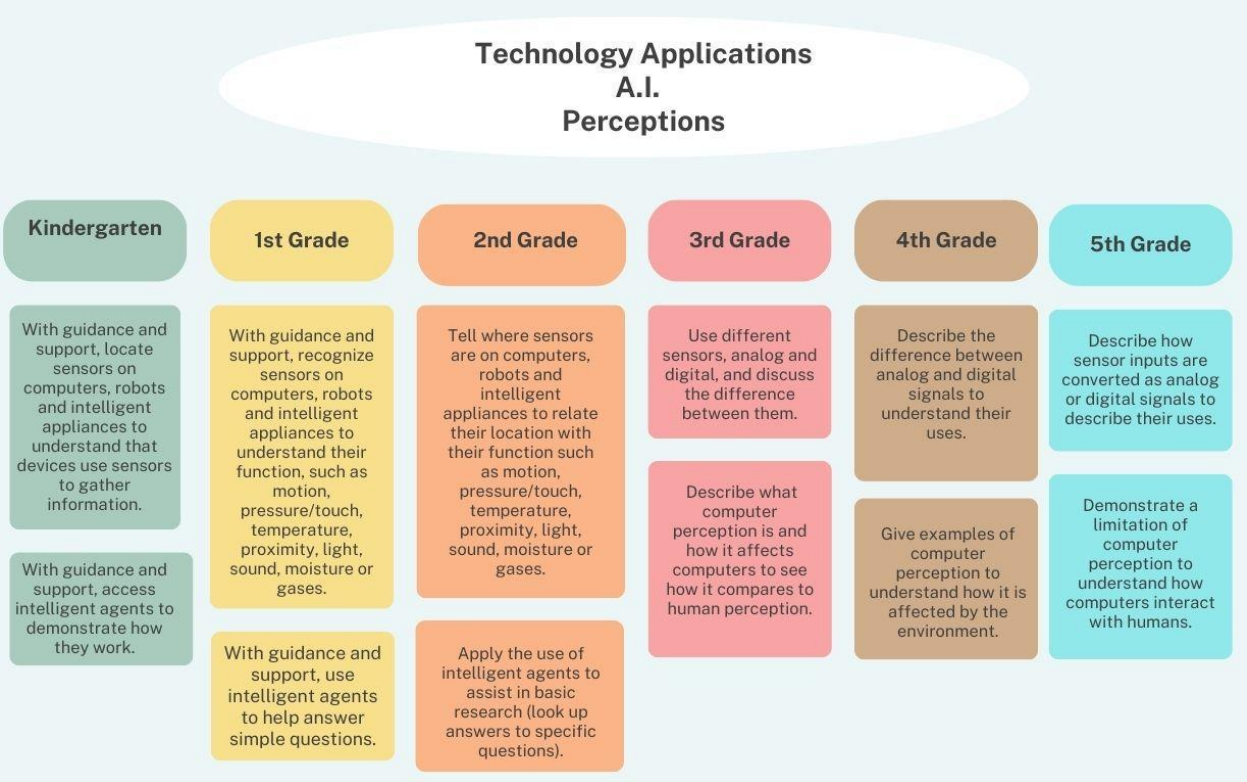
Developing AI literacy is not one teacher or person's job, but rather a strategy we must build throughout our whole DCS educational system. Foundational concepts of AI literacy include elements of computer science and computational thinking.

Computer Science

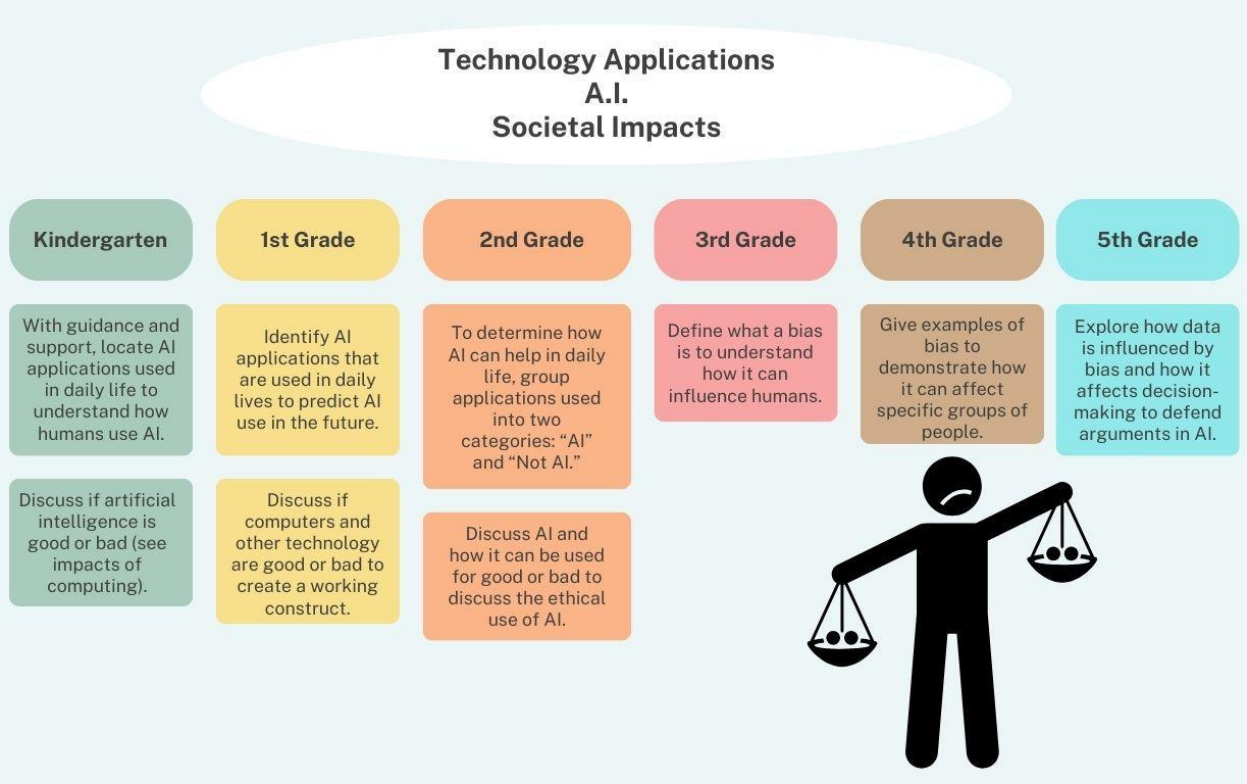
One of the major benefits of learning about AI is developing computational thinking, a way of solving problems and designing systems that draw on concepts fundamental to computer science. Learning how AI works is an opportunity for learning computational thinking skills such as:

- Decomposition: AI often tackles complex problems. Understanding these problems requires breaking them down into smaller, more manageable parts.
- Pattern Recognition: Machine learning relies on recognizing patterns in data. By understanding machine learning, students practice and develop skills in identifying patterns and trends.
- Algorithmic Thinking: Learning about AI exposes students to algorithms, step-by-step solutions to a problem, from simple decision trees to more complex processes.
- Debugging: As with any computational task, AI models can sometimes produce unexpected or incorrect results. Understanding and rectifying these issues are central to both AI and computational thinking.
- Evaluation: AI frequently demands the assessment of different solutions to determine the best approach. This mirrors a key aspect of computational thinking, where solutions are tested and refined based on outcomes.

AI literacy has been incorporated into our DCS Elementary Technology Course of Study for grades K-5, and Dempsey Technology Course of Study for grades 6-8, with AI standards at each grade level.



Updated May, 2025



AI Professional Learning

- This guidance document has been shaped by the district's learning from the Governor's Office/Legislators and InnovateOhio, Ohio Department of Education and Workforce, Legal Guidance, and Professional Associations such as CoSN, AASA, BASA, ISTE, ETLA, etc.
- District leaders will continue to monitor and learn from guidance provided by such groups above
- Ongoing professional learning will continue to happen in this area from . . .
    - CTO and the Technology Team
        - Teaching and Learning Coaches
        - Data Coordinator
    - District Administrators
    - Building Administrators
    - Building Librarians

Balance: Risks and Benefits –

We recognize that there are benefits, risks and ways to mitigate the risks in order to access the benefits of AI for students in DCS.

Potential Benefits:

- Personalized content and review- AI can assist in generating customized study materials like summaries, quizzes and visual aids
- AI can act as a tutor, providing round-the-clock support
- AI can act as a thought partner, helping student generate ideas

Potential Risks:

- Without proper adult guidance, academic misconduct may occur is student submit AI-generated work as their own without approval or proper documentation
- AI tools can produce misinformation or contain bias
- There is a risk of over-reliance on AI models that can undermine the learning process
- Unequal access to AI tools causes an equity problem

To mitigate these risks, teachers can clarify when and how AI tools are permitted for assignments and restructure assignments to reduce plagiarism. Students should be taught to critically evaluate AI-generated content and to responsibly develop and share content. Proper citation and acknowledgment of AI use should also be emphasized. If AI tools are allowed for assignments, access must be equitable for all students.

Academic Integrity-

AI and specifically generative AI is a broad umbrella. The curriculum team's conversation with building administrators has been that we approach each situation individually. Ultimately and in the broadest sense, we want to teach responsible use (that includes teachers having conversations and modeling with students) and work with students when they mess up. If a student is academically dishonest on school work in some way shape or form, we should . . .

- Seek Understanding - have a conversation with the student
- Teach Appropriate Behavior
- Communicate with the Family
- Have the student redo the school work for credit
- The Intensity, Frequency, or Duration of the academic dishonesty should guide what if any consequences are administered (communication to the family is a consequence, redoing the school work is a consequence, redoing during lunch/house/after school is another layer, and of course can move into more traditional punishments).

Adaptability to the DCS AI Guidance

There will be a need to review and update this guidance document often to ensure that it continues to meet DCS's needs and complies with changes in laws, regulations, and technology. Feedback from students, parents, teachers and other stakeholders can also provide inputs for change.

DCS AI Guidance was adapted from:
Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [July 2024].

Updated May, 2025