Elwood UFSD AI Vision

(*Portions of this document were created with the assistance of AI)

The *Elwood Union Free School District* recognizes that artificial intelligence (AI) has the ability to transform education, creating more personalized, engaging, and efficient learning experiences. AI has the potential to help educators deepen their focus on direct instruction, student connections, and differentiated learning. Aligning clear guidelines for ethical and responsible AI use with Elwood's values is essential to drive innovation and critical thinking, while ensuring the essential human element of teaching and learning is not replaced. Training and support is paramount for our staff and students to successfully integrate AI tools into their academic day. Additionally, data privacy and security must remain a top priority. AI applications integrated by the district are required to meet strict compliance standards, including Ed-Law 2d and district data privacy agreements. Elwood is committed to ensuring all students have equitable access to the benefits of AI and will continue to provide the necessary resources for every student to succeed in a rapidly evolving global society.

AI Overview

In developing its vision for artificial intelligence in education, the district collected input from students, parents, teachers, and administrators. Following this feedback, several key themes emerged. These themes will guide how teachers and students use AI in diverse formats to enhance learning.

1. AI's Potential to Transform Education:

AI has the potential to transform education by making learning more personalized, engaging, and efficient. AI can streamline time-consuming administrative and preparatory tasks for teachers, allowing more time for direct instruction, fostering positive student relationships, and personalized learning.

2. Ethical and Responsible Use of AI:

Clear guidelines on the appropriate use of AI are needed for both students and staff to ensure that AI usage aligns with Elwood's values and educational objectives. It is important to direct students in their use of AI to promote innovation and critical thinking.

3. Training and Professional Development:

Provide teachers and students with ongoing training and continued support. Hands-on practice with AI tools will ultimately improve their familiarity and help them use AI's potential to make teaching and learning better.

4. Data Privacy and Security:

Any AI tools that the District adopts must comply with our data privacy agreement, as well as Ed-Law 2d and adhere to strict security standards. This includes carefully evaluating how student data is collected, stored, and accessed to ensure privacy and security.

5. Equity and Accessibility:

All students need to have equal opportunities to benefit from using AI. Any potential barriers to access, such as limited technology exposure, language diversity, and socioeconomic disparities, must be addressed. We must strive to provide all students with the resources and support they need to thrive in an evolving global society.

Guidelines:

AI tools should be leveraged to *enhance* teaching and learning. These tools should never be used as a substitute for acquiring foundational knowledge or student effort, but as a way to further develop critical thinking and problem-solving skills. While teachers will continue to have access to various AI tools, including, but not limited to; MagicSchool AI, Brisk, NotebookLM, Questionwell, and Diffit, student AI tools that have been approved will be provided by the district.

Instructional Support in the Classroom (including, but not limited to:)
● Use AI as a tool to enhance learning. Support differentiation by providing personalized learning materials ● Streamline workflows to free up time for teachers to engage more with students ● Provide students with additional practice or tutoring opportunities ● Use AI to differentiate instruction to help students understand and explore new concepts

Students Acceptable Use of AI (including, but not limited to:)
● Using district-provided AI tools, as instructed by your teacher ● Brainstorming ideas ● Using AI tutors/bots for skill practice and concept reinforcement ● Summarizing text to promote better understanding ● Using AI to enhance learning, not replace core skills ● Supplement learning with AI to understand and explore new concepts ● Enhance critical thinking and problem solving skills

Unacceptable Use of AI (including, but not limited to:)
● Plagiarism through AI: submitting AI-generated work as one's own without authorization or proper acknowledgement ● Inputting personally identifiable information into the AI ● Using AI to generate misinformation, hate speech, harassment, threats, or any content deemed inappropriate or harmful under existing district policies ● Using AI tools during "Red Light" classes or assignments ● Using AI tools in any way other than specifically instructed by your teacher for designated "Yellow Light" classes or assignments *All are expected to uphold academic integrity at all times and not attempt to pose AI-generated content as original work. AI content used should be accurately cited.*

Citation/Acknowledgement Requirements:

Work that students generate and use from AI that is not their own needs to be cited, just as it would if AI were not used. While there are multiple ways one can cite AI-generated text, some information that you would most likely want students to include could be:
- AI Tool Used and Version
- Prompt Used
- How AI contributed to the output

A. Potential Informal Citation Example (Direct Use):

AI Tool Used: ChatGPT 4

Prompt Used: "Summarize the main arguments presented in the first chapter of 'Sapiens: A Brief History of Humankind' by Yuval Noah Harari."

How AI contributed to the output: The AI generated a summary of Chapter 1 of Harari's 'Sapiens', outlining the Cognitive Revolution and its key aspects. Several sentences from this generated summary were directly included in the introduction of this paper to provide a concise overview of the chapter's content.

B. Potential MLA Citation Example:

In-text citation:

```
(ChatGPT, Open AI)
```

Entry in reference list:

```
"Describe the symbolism of the green light in The Great Gatsby"
prompt. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023,
chat.openai.com/chat.
```

C. Potential APA Format Example:

In-text:
When prompted "Why is toxic positivity a problem in the workplace," the ChatGPT-generated text indicated that "toxic positivity can be harmful as it can lead to a dismissive attitude towards the concerns or struggles of employees" `(OpenAI, 2023)`

Entry in reference list:
```
OpenAI. (2023). ChatGPT (Mar 23 version) [Large language model].
https://chat.openai.com/chat
```

AI Assignment Usage Guide:
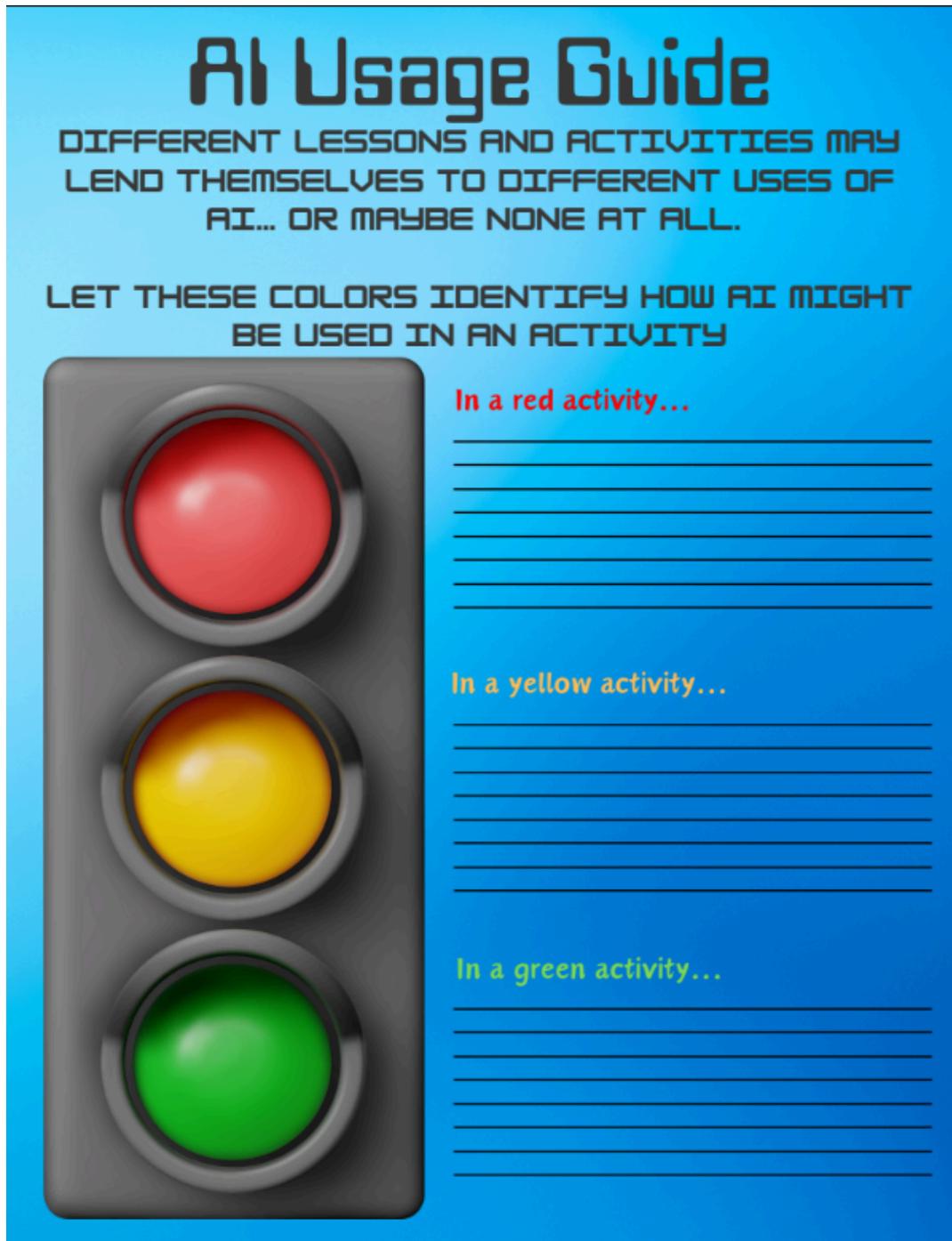
AI Usage Guide

DIFFERENT LESSONS AND ACTIVITIES MAY LEND THEMSELVES TO DIFFERENT USES OF AI... OR MAYBE NONE AT ALL.

LET THESE COLORS IDENTIFY HOW AI MIGHT BE USED IN AN ACTIVITY

In a red activity...
Students will complete all work independently of AI. Students will not claim AI-generated work as their own.

In a yellow activity...
AI may be used to assist students in the completion of their work. AI might be used to help organize, proofread/revise, or plan their work. Students will cite AI's contributions.
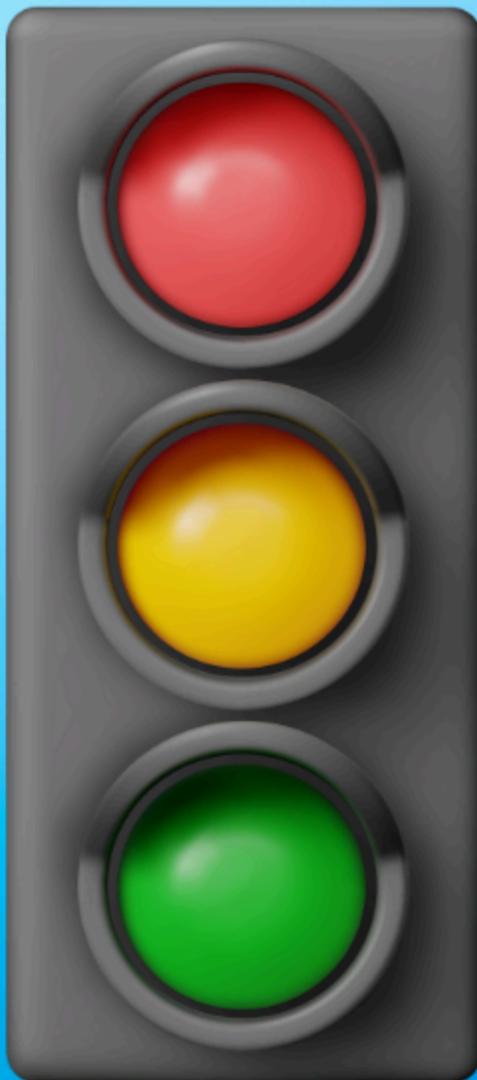
In a green activity...
Students can use AI to brainstorm, conduct research, study/review, debate, and create. Students will cite AI's contributions.

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LET THESE COLORS IDENTIFY HOW AI MIGHT BE USED IN AN ACTIVITY

In this red activity...
- ☐ All work is the student's original ideas and creation.
- ☐ No AI will be utilized.

In this yellow activity...
- ☐ Brainstorm only
- ☐ Proofread
- ☐ Feedback
- ☐ Graphic organizer
- ☐ Generate images
- ☐ Create citations
- ☐ Organize original research

In this green activity...
- ☐ Study
- ☐ Revise writing
- ☐ Generate text
- ☐ Change reading level
- ☐ Tutorials
- ☐ Virtual debate
- ☐ Virtual discussion
- ☐ Summarize text
- ☐ Initial idea generation

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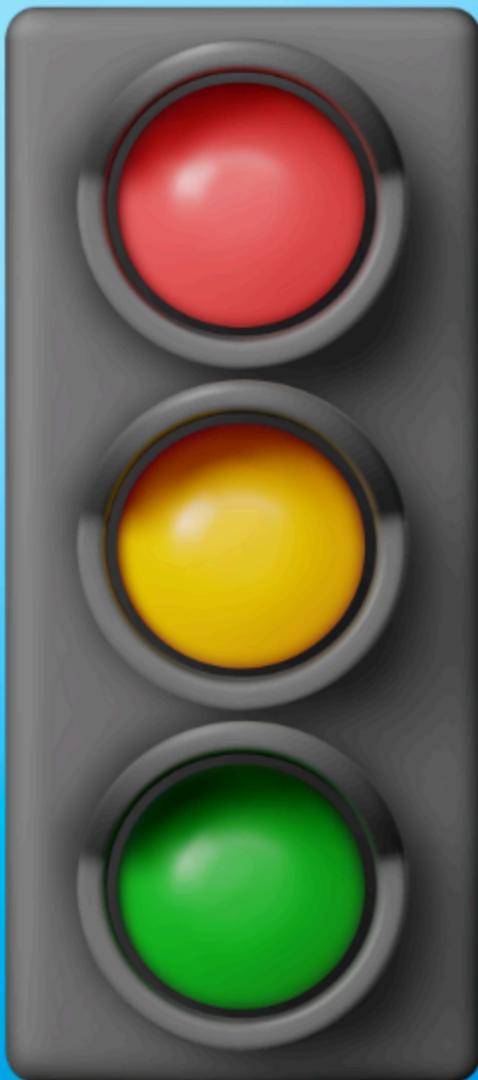
Red activities might be...
- Assessments (pre- and post-, AP submissions, IB IAs, etc.)
- Reflections
- Opinions

Yellow activities might be...
- Classwork
- Organizing original research
- Organizing ideas
- Focused proofreading
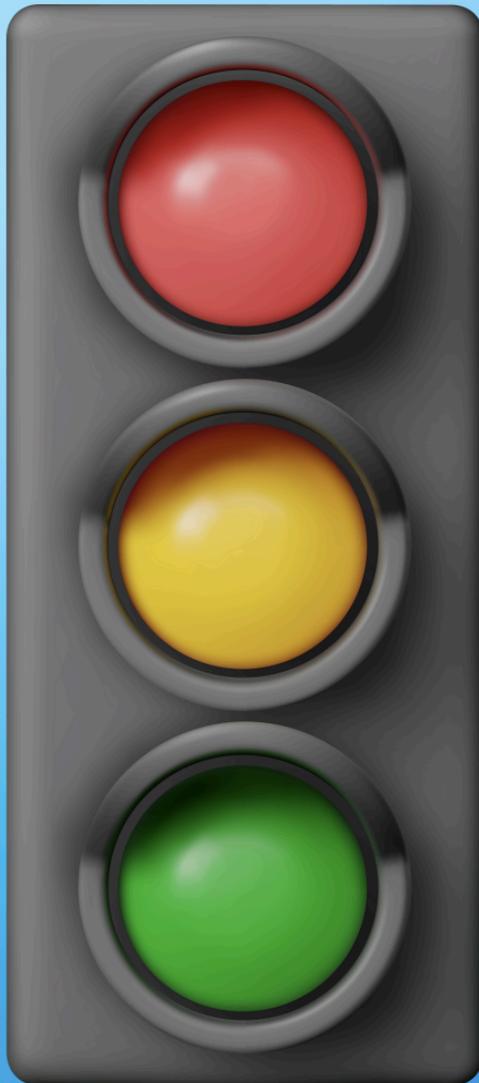- Focused feedback

Green activities might be...
- Classwork
- AI debates
- AI discussions
- Proofreading/Feedback
- Brainstorming
- Studying/review
- Level-changing

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LET THESE COLORS IDENTIFY HOW AI MIGHT BE USED IN AN ACTIVITY

In this red activity...

In this yellow activity...

In this green activity...

Click HERE for PDF Resource

AI Citations:

1. <u>AI assistance on page 1:</u>

"Provide feedback on this vision statement for AI use at Elwood. Offer
suggestions to better align it to the survey feedback that has been provided."
prompt. *Gemini 2.5 Pro*, 22 April. 2025

2. <u>AI assistance on page 2:</u>

"Analyze survey feedback that has been provided from student, staff, and parent
surveys on AI use at Elwood. Identify several trends that emerge from the
data." prompt. *Gemini 2.5 Pro*, 18 April. 2025