# Artificial Intelligence Guidelines

ROCK-AI
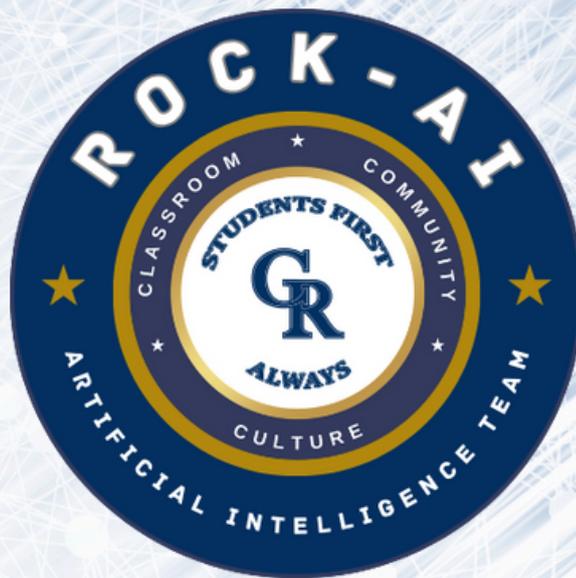
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GR

ALWAYS

CULTURE

ARTIFICIAL INTELLIGENCE TEAM

## Council Rock School District

Revised January 2026

# Council Rock AI Value Statement

Council Rock is committed to building a culture where AI is used thoughtfully, with safety, transparency, and student well-being at the forefront. This framework, grounded in guidance from MIT, PDE, and other expert resources, will inform district policy while evolving in tandem with the technology it governs.

# ROCK AI STUDY TEAM

These guidelines were created by the ROCK-AI Study Team in the 2024-2025 school year.  They are in draft form.

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# Introduction



As artificial intelligence continues to evolve at a rapid pace, the Council Rock School District recognizes the profound responsibility we hold in guiding its use within our schools. The development of these AI guidelines was undertaken with great care, seriousness, and fidelity by the ROCK AI Team—a group of educators, administrators, and staff committed to keeping "Students First. Always." This work is not about chasing trends or adopting technology for its own sake; it is about protecting our students, empowering our teachers, and ensuring that every use of AI in our district supports ethical practice, equitable learning, and academic integrity.

We extend our deepest gratitude to the ROCK AI Team for their thoughtful leadership and collaboration throughout this process. Their work reflects a shared belief in the promise of innovation, grounded firmly in the values of public education. We are especially grateful to the intrepid educators who are embracing this brave new world of AI, helping students navigate its complexities with curiosity, critical thinking, and confidence. This document stands as both a safeguard and a springboard—ensuring that AI in Council Rock is used responsibly, transparently, and always in service of our students' learning and growth.

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# Part I: Roadmap and Strategy

## From Vision to Action

Like districts across the nation, Council Rock recognizes both the promise and challenges of AI in education.

As this technology rapidly evolves, so too must our understanding—across students, teachers, parents, and the community.

In 2023, Council Rock took proactive steps by forming the ROCK-AI Study Team, a diverse group of educators, staff, and administrators organized into four working groups (Appendix A). Their mission: to develop foundational guidelines that reflect our district's values and priorities.

Despite a few challenges, the team reached consensus on a core set of initial guidelines, with a formal launch planned in 2025. The guidelines are designed to evolve in tandem with technology, featuring a built-in review process to ensure they remain relevant, practical, and aligned with the future of learning.

*Council Rock acknowledges that AI is widely used and increasingly becoming embedded in students' everyday lives. Our goal is to:*

- *Inform, educate, and prepare our staff, students, and families on how to use AI responsibly;*
- *Determine when and what AI tool is appropriate to use in teaching and learning, and;*
- *Develop AI literacy in students and staff.*
- *Support future-ready planning, ensuring that AI evolves with district priorities, educational advancements, and technology.*

# Part I: Roadmap and Strategy

These guidelines are intentionally flexible, allowing Council Rock to align AI strategies with our mission, vision, and evolving priorities. They are designed to clarify AI's role in teaching and learning while ensuring its use remains safe, ethical, and purposeful across our schools.

The ROCK-AI team has evaluated commonly used platforms and developed recommendations rooted in the belief that AI literacy is essential. Preparing students for the future demands a thoughtful, forward-looking approach to integrating AI into education.

As technology continues to advance, these guidelines will remain a living resource, adaptable to new developments, grounded in what's best for students, and built to support informed, responsible use across the Council Rock community.

A shared working definition of AI helps ensure that all AI users in Council Rock have a common frame of reference.

"AI" used in this document includes both **generative** tools (which create content like text or images) and **assistive tools** (which support users with human guidance, like Google). When used thoughtfully and transparently, AI can enhance teaching, learning, and school operations—always under the direction of educators and rooted in ethical practices, academic integrity, and student empowerment.

These tools can support lesson planning, generate prompts and summaries, provide individualized feedback, assist with translation, identify learning patterns, and help students brainstorm and revise, preparing them for a future where AI will be an essential skill.

## CR Working Definition of AI

Artificial Intelligence (AI) refers to computer-based tools that perform tasks traditionally requiring human intelligence—such as learning, problem-solving, decision-making, and creative expression.

# Part I: Roadmap and Strategy

## Research: Laying the Groundwork

**In Council Rock, we believe that AI should never replace meaningful interaction with teachers or diminish the importance of human connection in learning.**

When skillfully integrated, AI enhances a student's learning experience but does not replace the guidance, insight, or relationships only educators can provide.

We begin with the premise that AI, as a computing mechanism, plays a crucial role in how humans communicate, learn, and share information. We acknowledge that AI is utilized explicitly and implicitly in the Council Rock classroom, and that AI takes many forms already used by teachers and students.

- *To what extent can we safely use AI to enhance teaching and learning, improve student outcomes, and enrich the educational experience?*

- *How can AI be leveraged to support teaching and learning while developing AI literacy for students to prepare them for their future?*

Themes of responsibility, AI literacy, and agency are also key to understanding the Council Rock approach to using AI.

Effectively utilizing AI to design, deliver, monitor, and assess instruction is essential to ensuring it prepares students for the future, but it must remain human-focused.

The ROCK-AI team understands this foundational philosophy, and built the US Department of Education's language and approach into these guidelines:

*"We recommend that policies center on people, not machines. To this end, a key recommendation is the emphasis on AI with humans in the loop. Teachers, learners, and others must retain their agency to decide what patterns mean and choose courses of action [accordingly]."*

*Excerpted from: Artificial Intelligence and the Future of Teaching and Learning'*
*https://www.ed.gov/sites/ed/files/documents/ai-report/ai-report.pdf*

# Part I: Roadmap and Strategy

## Research: Laying the Groundwork

As part of our research, we conducted a staff survey on AI use and staff skill level. There were 406 respondents (out of 1400+/- employees). The results are consistent with the experiences shared by the ROCK-AI Study Team. The results show that teachers and staff are seeking guidance and parameters for using AI, in addition to professional development to build their own AI skills. See Appendix B for survey results.

## How Staff Survey Results Informed Council Rock's AI Guidelines

The insights gathered served as a foundation for developing these AI guidelines, ensuring they reflect the real needs, questions, and priorities of our staff.

- Many staff (over 60%) expressed limited comfort with AI, indicating a need for structured training and ongoing support.
- More than half of respondents reported rarely or never using AI, highlighting the importance of offering practical, accessible entry points.
- The most common tools in use were free, non-district AI platforms. This emphasized the urgency of defining approved tools and reinforcing data privacy protocols.
- Staff identified student misuse, lack of clear policy, and privacy concerns as top challenges—areas explicitly addressed in the guidelines.
- Educators asked for examples, professional learning, and help with discussing ethical use—requests that directly shaped the training and instructional support sections of this document.

The survey findings provided a clear roadmap: support our educators, safeguard student data, and ensure clarity around expectations and tool use. These guidelines are a direct response to those insights and will evolve as staff comfort, technologies, and instructional practices continue to grow.

# Part I: Roadmap and Strategy

## The MIT Model

With guidance from the Massachusetts Institute of Technology's School of Computer Science and Artificial Intelligence Laboratory (CSAIL), Council Rock continues to shed light on areas of AI that districts should codify. The MIT model (executive.mit.edu) offers a way to understand the different roles AI assumes relative to humans when used in an institutional (in this case, academic) setting. Understanding the difference between Assistive AI and Generative AI is important, and the following table can help users in choosing the appropriate AI tool.

| AI as Tool | AI completes assigned tasks, monitored by a human (Google, ChatGPT). Word processors with autocorrect, cruise control in automobiles are examples of AI as a tool. | **Assistive (Traditional)** |
|---|---|---|
| AI as Assistant | Assistive AI operates independently of your direct attention. The AI takes more initiative and may be more active in helping to formulate solutions to a problem. Assistive AI works without supervision and can solve some problems independently (Alexa, Siri), Google Maps, Grammarly). https://edtechmagazine.com/higher/article/2025/03/ai-powered-teaching-assistants-perfcon | **Assistive (Traditional)** |
| AI as Peer | AI solves a problem independently (Duolingo). https://www.powerschool.com/blog/ai-in-education | **Generative** |
| AI as Manager | AI coordinates and assigns work to humans to solve problems (call centers, automated chatbots). https://element451.com/blog/ai-for-school-administrators | **Generative** |

When skillfully integrated, AI enhances a student's learning experience but does not replace the guidance, insight, or relationships only educators can provide.

# Part I: Roadmap and Strategy

## Who is Accountable?

The Roles and Responsibilities Matrix (RACI Matrix) clarifies the specific roles individuals and groups play in managing and overseeing the use of Artificial Intelligence (AI) in Council Rock School District. The matrix ensures clarity and accountability in key AI management tasks, including selecting tools, ensuring compliance, incident management, training, student instruction, monitoring, communication, ethical practices, and monitoring student AI use.

This transparency supports effective collaboration, informed decision-making, and ensures ethical, safe, and meaningful integration of AI tools for students, staff, and the wider community.

- **Responsible (R)**: Performs the task and manages day-to-day activities associated with it.
- **Accountable (A):** Ensures tasks are completed correctly and has ultimate responsibility.
- **Consulted (C):** Provides input and expertise, typically before decisions are made or tasks completed.
- **Informed (I):** Kept updated about task progress and outcomes, but does not directly participate in task execution.



The RACI matrix, an acronym for Responsible, Accountable, Consulted, and Informed, has roots dating back to the mid-20th century. The concept of delineating roles and responsibilities originated from the need to improve accountability and communication in organizational processes. The matrix itself evolved as a practical tool to address these needs, particularly within the context of project management.

# Part I: Roadmap and Strategy

**Roles and Responsibility Matrix**

**R** = Responsible  **A=** Accountable  **C=** Consulted   **I=** Informed

| Task/Activity | Teachers | Principals Supervisors Administrators | IT Department | Curriculum Supervisors | Students | Parents | District Administration |
|---|---|---|---|---|---|---|---|
| AI Tool Selection & Approval | C | C | R | A | I | I | C |
| Privacy & Security Compliance | C | I | R, A | C | I | I | C |
| Incident Reporting & Management | R | A | R | C | I | I | I |
| Training & Professional Development | R | C | R | A | I | I | C |
| Student AI Literacy Instruction | R | A | C | R, A | I | I | I |
| Monitoring AI Use & Reporting | R | A | R | C | I | I | C |
| Community Communication | I | A | C | C | I | I | R, A |
| AI Tool Reevaluation Process | C | C | R | A | I | I | C |
| Ethical Use & Academic Integrity | R | A | C | R, A | R | I | I |

The RACI matrix is intended as a reference tool for CR staff, parents, and students.  It significantly enhances communication by clearly defining who needs to be involved at each stage of AI implementation and ensures that the right stakeholders are engaged at the right times.

# Part II: Responsible AI Use

## *What Teachers and Staff Need to Know*

Council Rock School District encourages the thoughtful integration of Artificial Intelligence (AI) as a tool to enhance instruction, support operations, and improve student learning.

**However, AI use in educational settings is guided by the teacher—and carefully aligned to district protocols, student safety, and ethical teaching practices.**

**Your Role as a Teacher or Staff Member**
As the educational leader in your classroom, you are responsible for ensuring any use of AI is:

- Appropriate for the assignment or lesson, and clearly tied to learning goals.
- Safe for students, with no compromise to data privacy or digital security.
- Explicitly guided, with clear communication to students about when and how AI tools may be used.

**Before an AI tool is introduced to students:**

- Use only district-approved AI platforms that comply with privacy laws like FERPA, COPPA, and CIPA.
- Confirm your AI resource is approved and/or included in the Digital Resource approved list.

- If necessary, submit the resource for review by the IT department.
- Confirm that the tool does not store, transmit, or access identifiable student data.
- Clearly explain to students the purpose, scope, and limits of AI use in a given task.
- Monitor for misuse, overreliance, or any signs that AI is replacing, not supporting, learning.

**Protecting Student Privacy is Non-Negotiable**
Do not input personal student data into AI tools. This includes names, ID numbers, addresses, or demographics. Students should also be taught not to enter personal information when using AI tools under your supervision.

**Reporting and Oversight**
If you suspect inappropriate AI use, a violation of academic integrity, or a privacy concern, report it to your administrator immediately. All concerns must be investigated within 72 hours. Teachers should also stop using any AI tool that generates harmful or misleading content and notify the appropriate staff.

# Part II: Responsible AI Use

## Understanding Staff Responsibilities With AI Use

Teachers should set forth expectations to ensure safe, appropriate, and effective use of AI tools.  Remember: the teacher is the gatekeeper for any and all AI use in the Council Rock classroom

### Set clear boundaries
- Communicate how and when students may use AI for a given task. Clarify expectations and learning goals.

### Reinforce thinking, not shortcuts
- AI should spark curiosity, not replace effort. Guide students to use AI in ways that deepen learning—not bypass it.

### Support ethical literacy
- Teach students how to use AI responsibly.
- Use CR's color-coded safety designations for guidance specific to your assignment.
- Report violations appropriately

### Approach AI the same way you would any new instructional tool:
- Stay informed.
- Confirm safety and acceptable use.
- Use purposefully.
- Prioritize relationships.
- Teach with intention.

**If you suspect misuse of AI (e.g., violation of Academic Integrity Guidelines), document the concern and notify your administrator.**

Teacher leadership in this space ensures students gain both the skills and the ethics to navigate a world where AI will play a growing role.

**Any new AI tool to be used for, with ,or by Council Rock students must submit it to the IT department for Digital Resource review.**

# Part II: Responsible AI Use

**Examples to help teachers decide if an AI tool is being used appropriately.**

| Inappropriate Student Use of AI: | Responsible Student Use of AI |
|---|---|
| <ul><li>Using AI to collect, store, or analyze student data without explicit consent and a clear educational purpose. Student privacy rights (e.g., FERPA, COPPA) must be maintained.</li><li>Implementing AI systems that perpetuate bias or discrimination.</li><li>Encouraging unsupervised use of AI tools by students.</li><li>Allowing AI to learn passwords, confidential, proprietary, or sensitive district data.</li><li>The student is using AI without explicit permission and/or instruction from the teacher.</li><li>Using AI to bully, threaten, harass, or otherwise disrupt the privacy or learning of others.</li><li>Using AI for non-educational activities or submitting AI work as original student work within the school context.</li><li>Using AI to access, create, or disseminate harmful or inappropriate content that is threatening, obscene, disruptive, or sexually explicit or could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs or interact with AI in a manner that supports any of the above.</li></ul> | <ul><li>AI tools are used solely for educational purposes as directed by teachers or school authorities.</li><li>Use AI technologies ethically, respecting copyright laws, privacy norms, and intellectual property rights of others.</li><li>Students cautiously interact with AI tools and refrain from sharing sensitive or personally identifiable information or data about themselves, other students, staff members, or any other person.</li><li>Students understand the risks and implications of data sharing.</li><li>When communicating through AI tools such as chatbots and virtual assistants, the same standards of respect, honesty, and appropriate behavior and language are expected as in human interactions.</li><li>Students are encouraged to check with the teacher with any questions about AI use.</li><li>Students are reminded of the best safety practices for using AI in all circumstances.</li><li>When appropriate, students should indicate the use of AI in produced work.</li></ul> |

# Part II: Responsible AI Use

## Staff Procedure if AI is Misused

Artificial Intelligence tools have great potential to enhance learning experiences, but their use must always be guided by teachers.

In the classroom, decisions to use AI in teaching and learning are made by the teacher.  Students should not use AI without permission from the teacher.  To that end, staff is responsible for the following:

- Select appropriate, district-approved AI tools.
- Determine how, when, and for what purposes students in specific assignments and activities can use AI.
- Communicate clearly to students the expectations, guidelines, and limitations regarding the use of AI.

Students are required to follow the teacher's instructions precisely and may not use AI tools without explicit permission.

Misuse or unauthorized use of AI tools can compromise academic integrity and student privacy, and may lead to disciplinary action as outlined in the Council Rock Academic Integrity Policy (212.1), Acceptable Use Policy (815), Acceptable Use of Internet, Computers, and Network Resources (Policy 815), and Academic Integrity Guidelines (AR-212.1R).

# Part II: Responsible AI Use

## Staff Procedure if AI is Misused

**Misuse of AI by a student includes, but is not limited to, any activity that:**

- **Violates district policies, guidelines, administrative regulations, or accepted procedures;**
- **Threatens the health, safety, or welfare of students or any other individual;**
- **Threatens student data privacy;**
- **Contains inappropriate, harmful, destructive, or otherwise improper content;**
- **Impedes the student from independent, critical thinking;**
- **Interferes with learning or disrupts the learning of others;**
- **Violates the privacy, safety, or security of others;**
- **Involves an illegal activity.**

**If a staff member observes any of the above misuses of AI by a student, the staff member will directly notify the building principal immediately, who in turn will report it directly to the Director of Elementary/Secondary Education.**

**Student violations involving AI misuse will be addressed in alignment with the CRSD Academic Integrity Policy, and other district administrative regulations and policies that govern student discipline.**

# Part II: Responsible AI Use

## Privacy and Safety of Student Data

**The protection of student data is non-negotiable. Student information must never be shared, collected, exposed, or used in any AI tool unless it fully complies with district policy and federal and state privacy laws.**

**Strict Compliance with Federal Laws:**
The district prioritizes student safety by enforcing strict data privacy standards, including:

- All approved AI platforms must fully comply with applicable federal laws, including the Family Educational Rights and Privacy Act (FERPA), which prohibits the disclosure of personally identifiable information in student records without consent, except under legally defined circumstances.
- COPPA (Children's Online Privacy Protection Act): Limits the collection of personal information from children under 13 by online services or tools.
- CIPA (Children's Internet Protection Act): Requires schools to implement internet safety policies to protect minors online.

**Tool Vetting and Approval Process:**
Every AI tool must undergo the Digital Resource Approval process, which includes a thorough review of the platform's data privacy practices, specifically, how it collects, stores, uses, and protects information.

**Tool Vetting and Approval Process (cont'd):**
Only tools with robust data security measures, such as encryption and strict access controls, will be approved for classroom use.

**No Personal Data Input**
Teachers and staff must never input identifiable student information—such as names, addresses, ID numbers, or demographic data—into any AI system. Students will also be taught to avoid entering personal information when interacting with AI platforms.

**Vendor Responsibility and Oversight**
When contracting with third-party vendors that provide AI systems or services, the district will:

- Ensure the vendor complies with FERPA, COPPA, and all applicable laws.
- Require vendors to maintain and enforce appropriate safeguards to protect student data from unauthorized access, use, or disclosure.
- Monitor and enforce ongoing compliance through contracts and routine reviews.

The district will continue to implement and uphold reasonable, responsible, and proactive data security practices to ensure student privacy is protected at every level of AI use.

# Privacy and Safety of Student Data

Remember:
- **Compliance with federal laws is required whenever AI is used for academic, educational, or school-related purposes, especially if the use involves student data.**
- **Using AI for workload management does not exempt users from prioritizing student safety.**
- **Use the RACI matrix to stay oriented on your obligations regarding:**
  - **Responsibilities, including explicit directions on AI use**
  - **Accountability, meaning you are fully responsible for the decision to use an AI tool**
  - **Consulting others, such as the IT department**
  - **Informing others, such as parents**

**The IT Department and the Technology Integration Specialists are your best source of guidance with vetting any AI tool staff is considering for use, both personally and in the classroom.**

Currently, proposed PA Senate Bill 378 (2025-2026) calls for the establishment of a state Department of Education Chief Privacy Office, to, in part:

- Establish, publish, and make readily available policies necessary to assure that the use of technologies sustains, enhances, and does not erode privacy protections relating to the use, collection, and disclosure of student data.
- Develop and provide to educational entities a model student data privacy and security plan.
- Evaluate legislative and regulatory proposals involving use, collection and disclosure of student data by educational entities.

This legislation is under committee review as of this writing.

https://www.palegis.us/legislation/bills/2025/sb378

# Part II: Responsible AI Use

## Digital Resource Approval Process

Any AI platform, resource, app, or website must be vetted using the Digital Resource Approval Process developed by the CR IT Department. For questions on AI availability, staff should check with the Technology Integration Specialist assigned to thier building.

**The Digital Resource Approval Process will eventually provides teachers and staff with:**

- **Approved AI and other digitally-sourced resources for teacher use with students in the classroom;**
- **Approved resources that are available through a district subscription.**
- **A system to submit an AI resource for approval before use, to ensure the safety of both the student and the teacher.**

**The digital resource approval process is planned for use with any digital resource that requires a staff or student login. Resources that do not require a login do not need to go through this process, but should be vetted by your department coordinator. If unsure, please consult with your department coordinator.**

> **NB: This process is currently under development by the Technology Integration Specialists in conjunction with the IT department and the curriculum-related administrative branches of the District.**

# Part II: Responsible AI Use

## Decision tree for using AI tools

# Part II: Responsible AI Use
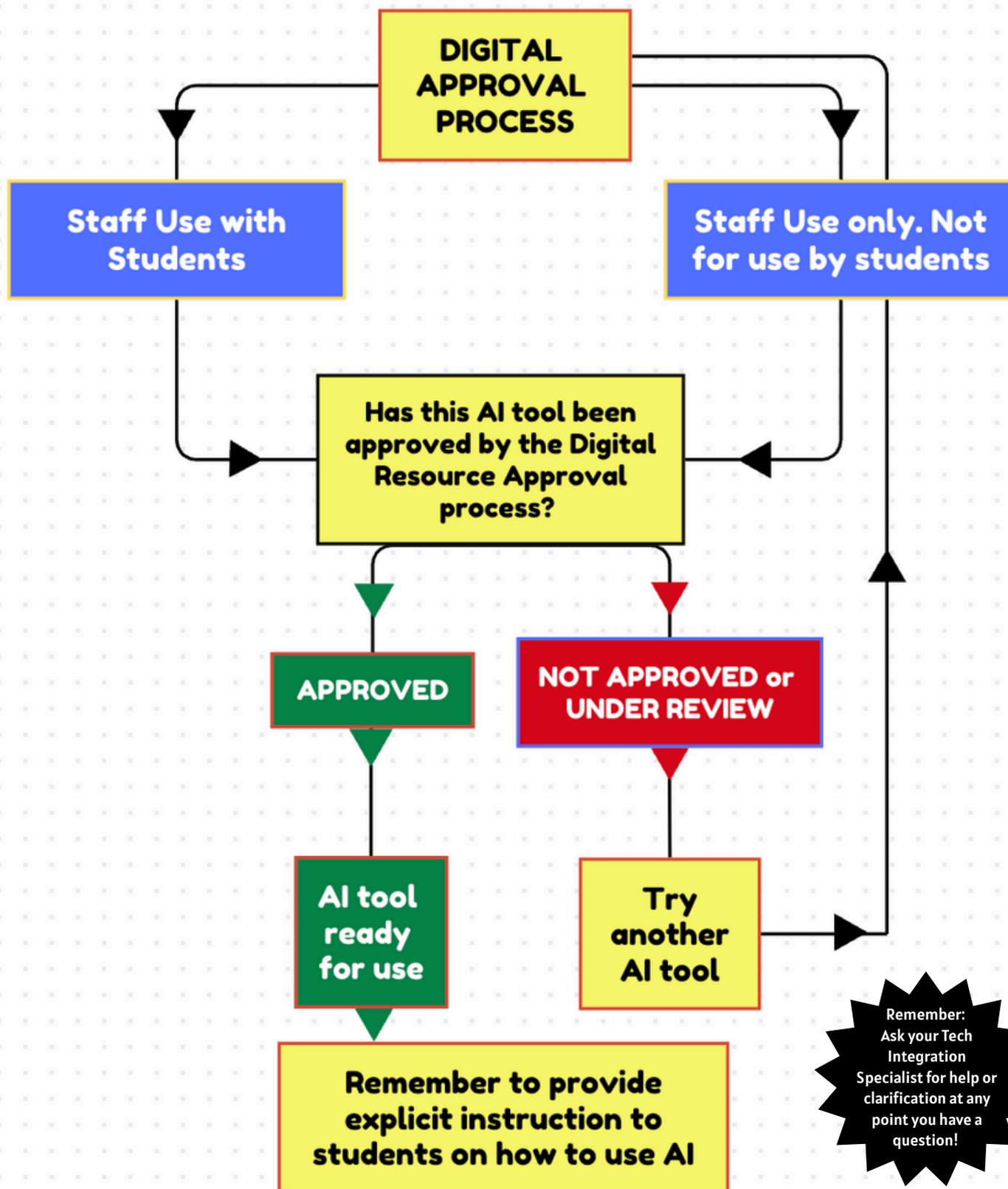
## Tip Sheet for Staff



**10 Tips for Using AI Responsibly in The Classroom**

iwww.educatorstechnology.com

**1 Keep Student Data Private**

Avoid entering names, grades, or personal details into AI tools. Treat them like public spaces.

**2 Don't Trust AI Outputs Blindly**

Always review and revise. Think of AI as a draft assistant, not a content expert.

**3 Be Transparent with Students**

Let them know when you've used AI to create materials. It opens space for honest conversations.

**4 Teach Students to Question AI**

Help them evaluate AI content with a critical eye. Accuracy, bias, and missing voices all matter.

**5 Use AI to Support Thinking**

Let AI spark ideas, but guide students to build their own understanding and reflections.

**6 Always Cite and Acknowledge Sources**

AI doesn't remove the need for citation. Show students how to give credit—even when using tech.

**7 Personalize with AI, Don't Standardize**

Use AI to tailor content to different levels or learning needs, not to flatten your instruction.

**8 Don't Use AI to Grade Students**

Grading needs nuance. AI can't read context, growth, or effort the way you can.

**9 Check for Bias and Misinformation**

AI can get it wrong or reflect unfair assumptions. Be ready to fact-check and challenge outputs.

**10 Blend AI with Human Judgment**

AI is a tool not the teacher. Your experience, values, and insight still make all the difference.

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# Part III: AI Safeguards

## Safe AI Use At Every Step

While AI offers numerous benefits, it is also recognized that there are potential risks associated with its use, including academic dishonesty or misguided applications.

The responsible use of AI by students in the K-12 educational setting is essential for fostering a safe, ethical, and productive learning environment. By adhering to policy and regulation, students will be better equipped to leverage AI technologies for their educational advancement while respecting the norms and values of the school community.

All AI tools are subject to approval as outlined in the Council Rock Digital Resource Approval Guidelines. These guidelines address the authorized use of district-approved and purchased AI resources, as well as the obligations, responsibilities, and consequences for unauthorized use and/or unlawful activities, as outlined in district regulations and the district's Acceptable Use Policy.

**Before a student is authorized to use the district's technological resources, the student and his/her guardian must sign the Acceptable Use Policy, which specifies user obligations and responsibilities.**

Disciplinary action may result from violations involving the CRSD Academic Integrity Policy, including:
- Cheating
- Plagiarism
- Falsification
- Using AI to violate the privacy of another
- Using AI to create deep fake images
- Using AI to bully, harm, or harass

See Academic Integrity Guidelines:
- Administrative Regulation 212.1-R
- Board Policy 212.1: Academic Integrity
- Acceptable Use of Internet, Computers, and Network Resources (Policy 815)

# Guidelines for Special Education and Accessibility

The transition from AI to generative AI signifies a critical advancement in the field, offering new ways to empower students with disabilities and support their teachers.

Assistive technologies (AT), already in use in Council Rock, are traditionally designed to support students with disabilities. The Individuals with Disabilities Education Act defines an AT device as "any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability."

Teachers should select AI tools that support diverse learning needs, including specialized functions like speech-to-text, text-to-speech, and adaptive interfaces. CR Special Education administrators, supervisors, and teachers will be consulted during the AI resource selection process.

When selecting assistive AI, teachers should focus on addressing specific functional needs (e.g., mobility, communication, or sensory support). Council Rock believes AI-based systems have the potential to expand these capabilities to personalize as well as enhance learning for students through predictive assistance and real-time adaptation.

Generative AI has further enhanced this potential by facilitating the creation of dynamic content, natural language processing, and tailored support for diverse learning needs.

*Excerpted from: Harkins-Brown AR, Carling LZ, Peloff DC. Artificial Intelligence in Special Education. Encyclopedia. 2025; 5(1):11. https://doi.org/10.3390/encyclopedia5010011

# Part III: AI Safeguards

## Safe AI Use At Every Step

**If Academic Integrity is in Question:**

Understanding that students at different levels may have a varying scope of understanding AI, teachers and staff can use the following suggestions as recourse when academic integrity is in question:

- **At the elementary level,** teachers should maintain a 'Start a Conversation' approach:
  - Engage the student in a dialogue about how the content was created.
  - Provide an opportunity for the teacher to offer guidance on the proper use of AI tools.
  - Foster a supportive learning environment, encourage honesty, and help students understand the ethical use of technology in their academic work.

- **At the secondary level,** teachers concerned about potential academically dishonest AI-generated content because of differences in writing style, an AI detection tool, or other reasons should:
  - Determine if academic integrity has been violated by a student, as described in Academic Integrity Policy 212.1, Academic Integrity Administrative Regulation 212.1 , Acceptable Use of Internet, Computers, and Network Resources (Policy 815), and the Academic Integrity Guidelines

Staff and students can consult with the classroom teacher, curriculum coordinator, Supervisor of Curriculum and Instruction, Tech Integration Specialists, the IT department, or their school administrator for any questions or guidance on these guidelines.



"FORTUNATELY, THE ONLY THING WE REALLY HAVE TO BE AFRAID OF IS THAT ARTIFICIAL INTELLIGENCE WILL COME INTO OUR LIVES WITHOUT US EVER REALLY UNDERSTANDING WHAT IT IS OR WHAT IT DOES. NOT KNOWING IS WHAT IS SCARY."

K. Hammond, *Practical Artificial Intelligence For Dummies*

**Safe AI Use At Every Step**

*The following Green-Yellow-Red safety designations are visual cues to be posted in the classroom for easy reference. Teachers can incorporate the designation into AI-related classwork , and students can reinforce teacher directions with a glance.*

## NOTE TO STAKEHOLDER GROUP

The designations that appear on the following pages will ultimately be aligned with resources that have been approved via the Digital Resource Approval process.

They are intended to provide teachers, students, and parents with an easy reference for the level of caution that should be taken with any AI use.

These designations continue to be refined by the ROCK-AI team.

# Part III: AI Safeguards

## Color-coded AI Safety Designations

🟢 **Green – Approved for Classroom & Student Use.**
- **GREEN** resources are assistive AI technology, such as Google and Bing, and do not replace human thinking or reasoning when seeking information.
- Resources that are used commonly in the classroom, such as Google Classroom, Canvas,
- Students can use these resources by default, unless the classroom teacher specifically prohibits them.

🟡 **Yellow – Approved for Teacher Use, or Age-Appropriate Student Use with Teacher Guidance and/or Permission.**
- Generative AI resources are given the **YELLOW** safety designation.
- Yellow AI resources can be used by students with teacher oversight and/or permission.
- Students are encouraged to ask their teachers for clarification on when to use AI appropriately as part of any assignments or assessments.
- Students must be transparent about their use of AI and include complete MLA-style citations when appropriate.
- Teachers shall inform students of the conditions under which AI use is permitted.
- Elementary students who fail to meet the teacher's criteria on AI use will have a conversation with the teacher. Teachers will engage the student in a respectful and reflective conversation to review expectations, clarify why misuse matters, and support the student in rebuilding academic integrity.
- Secondary students who fail to meet the teacher's criteria on AI use or who use AI to plagiarize will be subject to academic and disciplinary consequences as outlined in Council Rock School Board Policy 212.1 and the Academic Integrity Guidelines.

🔴 **Red – Not Approved / Prohibited**

Use of AI resources identified on the Digital Resource List as **RED** is prohibited unless and until they are approved through the Digital Resource Approval Process. For AI resources, this designation means:
- The resource has **not yet been reviewed** and/or determined to meet the safety and security criteria of the Digital Resource Approval Process.
- The resource has been reviewed and **fails to meet** the safety and security criteria of the Digital Resource Approval Process.
- The resource poses a threat to the user's safety and/or security.
- The resource is unknown, unvetted, or experimental.
- The resource poses a potential risk to bad actors or digital threats that could access student or district data.

# Part III: AI Safeguards

## Color-coded AI Safety Designations

### Staff

**ROCK-AI**
**AI Use and Safety Guide**

- **Approved for Classroom & Student Use**
  - District-approved, instructionally aligned, and safe for student use.
  - Compliant with CR Digital Resource Approval guidelines.
  - Fully compliant with privacy laws (e.g., FERPA, COPPA).
  - Ready for classroom integration with no restrictions.

- **Limited AI Use with Human Oversight**
  - Approved for Teacher Use Only, for teacher tasks like planning, grading, or resource development, per Digital Resource Approval guidelines.
  - Not for direct student use; no student data allowed
  - Under review or conditionally approved by the district

- **Not Approved / Prohibited**
  - Not permitted for use in the classroom or student-facing activities.
  - Does not meet district privacy, safety, or ethical standards.
  - App collects or shares student data without proper consent.
  - Use is restricted until fully reviewed and approved by the district.

Staff

### Grades 7-12

**ROCK-AI**
**AI Use and Safety Guide**

- **OK TO USE**
  - APPROVED BY COUNCIL ROCK.
  - SAFE FOR STUDENTS.
  - USE IN CLASS WITH NO WORRIES.

- **USE WITH CARE**
  - TEACHERS CAN USE IT.
  - ONLY USE WITH GUIDANCE FROM YOUR TEACHER.

- **DO NOT USE**
  - DELCINED DIGITAL RESOURCE APPROVAL .
  - USE NOT ALLOWED IN SCHOOL.
  - MAY NOT BE SAFE.
  - WAITING FOR APPROVAL.

Grades 7-12

### Grades 4--6

**ROCK-AI**
**AI Use and Safety Guide**

- **GO** — OK to use!
- **WAIT** — Ask the teacher before using!
- **STOP** — Do not use!

Grades 4-6

### Grades K-3

**ROCK-AI AI Use and Safety Guide**

Grades K-3

# Part IV: Student Use of AI

## What Parents, Families, and Students Need to Know

As artificial intelligence (AI) becomes more integrated into education, Council Rock School District is committed to using it thoughtfully—to support, not replace, student learning.

This section outlines how AI may be used in classrooms and clarifies the expectations for students, families, and teachers. It reflects our belief that learning happens best when guided by strong relationships, clear boundaries, and responsible use of technology.

**What Parents and Families Should Know:**

- **AI is a tool, not a shortcut**. Students are expected to develop their understanding and skills. AI may be used to support brainstorming, language support, or revision—but not to do the work for them.
- **Teachers will provide explicit permission and guidanc**e. Students only use AI tools when explicitly instructed and guided by a teacher. Unauthorized use of AI in academic work may be considered a violation of the Council Rock Academic Integrity Policy.
- **Privacy and safety matter.** Students should never enter personal information into any AI tool. Teachers will instruct students in safe, responsible digital citizenship.

**Academic Integrity Still Applies:**

- Students who use AI to complete work in ways that go against assignment instructions may be in violation of the district's Academic Integrity Policy and Acceptable Use Policy.
- Examples include using AI to write an essay when only planning support was allowed, or submitting AI-generated work as their own original thinking.
- All students and guardians must sign the Acceptable Use Policy before using district devices or tools.

**Supporting Your Child's Learning:**

- Teachers will give students space to ask questions and learn how to use AI ethically and effectively.
- Parents and caregivers can reinforce these values at home by encouraging curiosity, originality, and safe online habits.

By working together—teachers, students, and families—we can help students build the skills they need to engage with AI in a way that is meaningful, safe, and academically honest.

# Part IV: Student Use of AI

## Students, Parents and Families

### Digital Citizenship and Classroom Protections

Using AI tools in a way that supports, not replaces learning is one way Council Rock demonstrates its commitment to promoting ethical, transparent, and age-appropriate use of AI in schoolwork:

- Digital citizenship lessons, as determined by the Curriculum Coordinators, will teach students how to use AI responsibly, properly cite AI-generated content, and understand the risks associated with overreliance on AI.
- Teachers will utilize the district's AI guidelines to help students understand what is permitted for each type of assignment (e.g., using AI for brainstorming instead of writing a final draft).
- If a student uses AI in a way that violates explicit assignment instructions, such as submitting work entirely generated by AI when it was meant to be original, the following policies and guidelines apply:
    - Council Rock Academic Integrity Policy (212.1)
    - Acceptable Use of Internet, Computers, and Network Resources (Policy 815)
    - Academic Integrity Guidelines (AR-212.1R)

AI should be viewed as a supplemental tool to enhance the educational experience, never as a replacement for critical thinking, creativity, or personal learning.

**Explicit Teacher Permission:** Students may only use AI tools when explicitly instructed and guided by a teacher. Unauthorized use of AI in academic work may be considered a violation of the Council Rock Academic Integrity Policy.

**Transparency in AI Use:** When AI is used in creating assignments or projects, students must clearly and specifically indicate the role AI has played, differentiating their original contributions from AI-generated content.

**Authentic Learning:** Students should prioritize developing personal knowledge, skills, and understanding of course material, using AI thoughtfully and as instructed, rather than becoming overly reliant on these tools.

# Part IV: Student Use of AI

## Students, Parents and Families

**Safeguarding Student Privacy and Security:** Students must never enter sensitive personal information into AI tools. Teachers will guide students in safe practices, reinforcing the importance of privacy and responsible digital citizenship.

**Supportive Learning Environment:** Teachers will ensure that students have ample opportunities to ask questions, clarify expectations, and seek assistance regarding AI usage.

CR's guidelines will be regularly reviewed and updated to keep pace with evolving technologies and educational standards, Our intent is to leverage AI as a positive, productive, and secure educational resource within the Council Rock School District.

> "The future of AI is bright. By working together, humans and AI can create a world of unimaginable possibilities."
>
> Jean-Claude Tremblay

**Keeping AI Use In Perspective:** Human interaction can not be replicated even by the most sophisticated AI. The way children perceive AI is relative to their developmental capacity, and experience using it.

Research shows that excessive AI intervention can impede critical social and emotional growth. Additionally, reliance on AI could affect independent thought development and creativity.

As with any electronic tool, parents and families should permit children to use AI with caution and in moderation.

# Part IV: Student Use of AI

**Students, Parents and Families**

## What Parents and Families Should Expect About AI in School

Council Rock School District is committed to using Artificial Intelligence (AI) as a tool to support - not replace - student learning. Parents and families play an important role in understanding how AI will be used in the classroom and what safeguards are in place.

Key Expectations for Families:

- **Teacher-Guided Use Only**: Students may only use AI tools when explicitly directed and supervised by a teacher. AI use will always be aligned with learning goals. Unauthorized use of AI in academic work may be considered a violation of the Council Rock Academic Integrity Policy.

- **Clear Instructions on Use**: Teachers will explain when and how AI tools can be used for assignments. Students will be taught appropriate and responsible use.

- **Academic Integrity Will Be Enforced**: Using AI to complete work dishonestly (e.g., generating an entire essay) is a violation of the district's Academic Integrity Policy and may result in disciplinary action.

- **Student Privacy is Protected:** No personal student information will be entered into AI tools. Staff are required to use only tools vetted for safety and privacy.

- **Families Will Be Informed**: When AI is used in a significant way in a course or assignment, families will be notified and may be provided with guidance or talking points.

# Part V: Ethical Guidelines

## Making the Right Decisions When Using AI

**AI Fairness and Objectivity Statement**

Council Rock is committed to the ethical use of Artificial Intelligence in ways that are fair, objective, and inclusive. AI tools must reflect the diversity of our community, uphold transparency, and promote equity and respect for all students. Bias, exclusion, and misinformation have no place in the educational technologies we adopt.
To ensure this, the district will adhere to the following principles:

- Preference is given to AI platforms that disclose how they were trained, including whether their training data represents a wide range of backgrounds, cultures, and lived experiences.
- The IT Department and Tech Integration Specialists will conduct ongoing audits of classroom AI tools to identify and correct any patterns of bias, stereotyping, or misinformation.
- Teachers and students will receive guidance on recognizing biased AI responses and will be taught how to question, verify, and analyze AI-generated content through a critical and ethical lens.
- Any AI tool found to produce biased, harmful, or inappropriate content will be immediately reviewed and, if necessary, removed from use in the classroom.
- All members of the school community, students, staff, and families, are encouraged to report concerns regarding unfair or problematic AI content. This shared responsibility helps ensure that AI remains a safe and supportive educational tool.

**Transparency in Practice Statement**

- The use of emerging technologies must align with Council Rock's mission and values, particularly the commitment to equity, inclusion, and student-centered learning.
- AI tools must never be used to cause harm or discriminate against any individual or group.
- Educators and staff must remain aware of the risks of bias in AI-generated content and exercise sound professional judgment when integrating AI into instruction.
- AI must never be the sole decision-maker in high-stakes matters such as student grading, academic placement, or disciplinary action. In all such cases, human oversight is essential.

# Part V: Ethical Guidelines

## Ensuring Students Understand Academic Integrity

As artificial intelligence (AI) becomes an increasingly influential force in public education, school districts have a responsibility to ensure that its use aligns with core educational values: equity, integrity, safety, and student empowerment. Council Rock School District embraces this responsibility by anchoring its AI approach in the belief that technology must enhance—not replace—human insight, creativity, and instruction.

The Washington Office of Superintendent of Public Instruction's (OSPI) *Ethical Considerations for AI* offers a powerful framework for navigating AI adoption in K-12 schools. Central to this guidance is the "Human → AI → Human" model, which asserts that AI must always be guided by human inquiry and followed by human reflection. At Council Rock, this model reinforces our commitment to instructional excellence and our "Students First. Always." philosophy. AI is viewed as a tool to augment—not automate—student learning and educator decision-making.
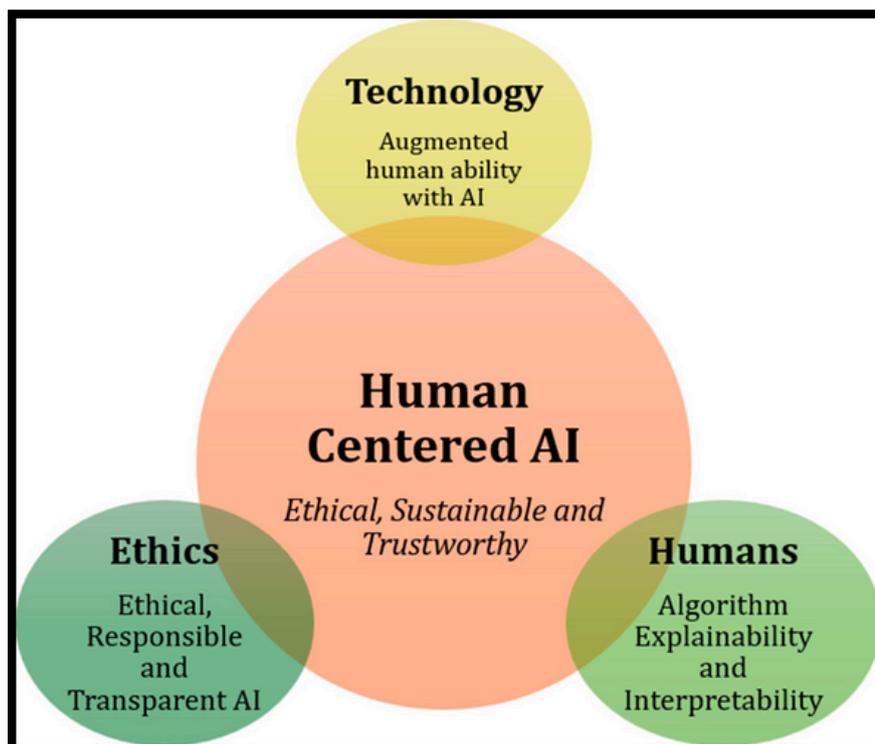
# Part V: Ethical Guidelines

## Ensuring Students Understand Academic Integrity

The ethical integration of AI involves two essential dimensions: the ethics of the technology itself and the ethical use by the end user. The first requires vigilance in evaluating the tools we bring into classrooms—ensuring they are free from bias, transparent in their operations, and compliant with privacy standards. The second involves fostering a culture where students and staff alike use AI thoughtfully, responsibly, and with academic integrity. In both areas, intentional planning, inclusive dialogue, and continuous training are critical.

At the district level, Council Rock leadership must maintain clear policies governing the use of AI, reviewed and updated regularly with input from diverse stakeholders, including educators, families, students, and legal experts.

These policies must align with federal and state regulations such as FERPA, COPPA, and CIPA. Equitable access remains paramount: students must have the devices, internet connectivity, and software needed to participate fully in AI-supported learning. Schools should neither ban nor mandate AI without careful consideration of how its use aligns with Council Rock's instructional vision.

### Promoting Academic Integrity and Responsible Use

Teachers are strongly encouraged to avoid unreliable and biased AI detection tools. Instead, build trusting relationships that allow for open conversations about AI use. Knowing students' voices and writing styles remains the most effective way to support authentic work.

***

# Part V: Ethical Guidelines

## Ethical Integration of AI

Measuring AI against the highest ethical standards requires intentional planning, inclusive dialogue, and ongoing training.

### District Responsibilities
Council Rock will maintain clear, up-to-date AI policies developed with input from educators, families, students, and legal experts. These policies must comply with FERPA, COPPA, and CIPA, and support equitable access to devices, connectivity, and software.

### Technology and Instructional Leadership
CR's Technology Integration Specialists, working with the IT Director, are responsible for evaluating AI tools before adoption, ensuring they:
- Align with educational goals
- Support curricular needs
- Meet strict security and privacy standards
- Integrate with existing systems
- Promote inclusivity

Pilot programs with teacher and student feedback should guide broader implementation. Licensing, cost, and scalability must be considered in light of long-term needs.

### Community Involvement
Families and community members play an important role. By modeling digital curiosity and responsibility—such as discussing privacy trade-offs when using everyday technology—adults can help students understand broader ethical implications. Council Rock encourages families to stay informed and take part in shaping school AI norms.

As with past innovations, such as calculators and the internet, AI presents both promise and challenges. The key is ensuring all AI use is guided by human judgment and focused on student growth.

Ongoing professional development is essential. Staff must not only learn how to use AI tools, but also how to integrate them in ways that foster critical thinking, creativity, and equity.
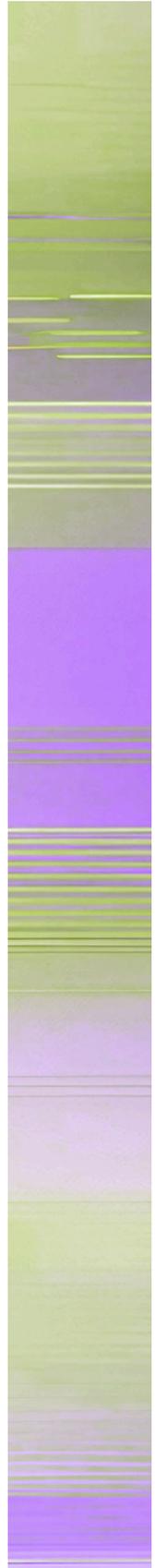
# Part V: Ethical Guidelines

## Ethical and Social Considerations for AI Use

### Data Privacy and Consent
- Student data is fundamental to AI's effectiveness, yet its collection and storage require stringent protections. Council Rock mandates strict adherence to privacy laws (FERPA, CIPA, COPPA), implementing robust measures such as data encryption, anonymization, regular privacy audits, and explicit parental consent.

### Bias, Fairness, and Equity
- Preventing Bias: AI tools must undergo rigorous, ongoing assessment to ensure fairness, prevent inherited biases, and guarantee equitable representation for all student groups.

### Equitable Access:
- Council Rock is committed to proactively bridging digital divides, ensuring every student has equal opportunity to benefit from AI-enhanced learning.

### Teacher-Student Dynamics
- Balancing Human Interaction: AI tools should support, not replace, the core human elements of teaching and learning. Teachers should carefully maintain personal interactions and mentorship roles, using AI as a complementary resource.

### Accessibility
- Inclusive AI Tools: Council Rock prioritizes inclusive educational practices, actively selecting AI tools that support diverse learners, including students with disabilities or varied learning styles.

### Accountability
- Decision-making Boundaries: Clear guidelines will outline decision-making responsibilities, defining where human oversight is mandatory and ensuring accountability is always maintained.

### Ethical Literacy and Education
- Educator Preparation: Opportunities for professional development will be developed, to help CR staff navigate ethical issues around AI usage, empowering them to lead ethical discussions and critical reflections both in classrooms and within the broader community.

### Long-term Implications
- Lifelong Learning: AI integration supports the district's goal of preparing students and educators for continual growth and adaptability to emerging technologies throughout their lives.

# Part VI: Measuring Effectiveness

## Evaluating and Adapting as AI Evolves: Establishing a Continuous Review Cycle

As artificial intelligence (AI) technologies evolve rapidly, Council Rock is committed to ensuring that our guidelines, tools, training, and practices remain current, effective, and safe. To maintain vigilance, a formal AI oversight and review process will be developed in the coming months:

**Regular Reviews:** ROCK-AI will meet at least once per quarter to:
- Assess new AI tools proposed for classroom or operational use.
- Review usage patterns across schools and departments.
- Flag tools for reevaluation based on safety concerns, feedback, or ethical implications.
- Guidelines will be reviewed and revised as needed.
- Review legislative and regulatory developments at the state and federal levels.
- Revise guidelines and parent communication.

| Month | Action |
|---|---|
| August | Build staff awareness of AI Guidelines. |
| September | AI Study Team reconvenes to evaluate any new tool proposals. Monthly meetings are scheduled. |
| November | Optional: Mid-year feedback survey to gather early trends and usage data. |
| January | Survey results analyzed and reviewed by ROCK-AI. |
| April - May | Review and revise ROCK-AI guidelines, RACI Matrix, and safeguards, and share with related stakeholder groups. |
| June-July | Revise training modules, PD, and share with staff as needed. |

# Part VII: Glossary of Common AI Terms

**Algorithm:** A set of rules or step-by-step procedures a computer follows to perform a specific task or solve a particular problem.

**AI literacy:** Understanding what it means to learn with and about AI while gaining specific knowledge about how artificial intelligence works, the skills necessary to master AI tools, and how to critically navigate the benefits and risks of this technology.

**Artificial Intelligence (AI):** A broad area of computer science focused on creating intelligent machines capable of performing tasks that typically require human intelligence, such as understanding natural language, solving problems, learning from experience, and making decisions. The ROCK-AI team used the definition of AI found on page 6 of these guidelines.

**Artificial General Intelligence (AGI):** Artificial general intelligence has not yet been realized and would be when an AI system can learn, understand, and solve any problem that a human can.

**Bias:** A tendency of an algorithm to lean in a specific direction, often reflecting existing prejudices present in the data on which it was trained.

**Data governance:** A set of practices that ensures that data assets are formally managed throughout a system/enterprise and that define the roles, responsibilities, and processes for ensuring accountability for and ownership of data assets.

**Data Privacy:** Information technology that deals with an organization or individual can determine what data in a computer system can be shared with third parties.

**Deep Learning:** A subset of machine learning that involves algorithms inspired by the structure and function of the human brain called artificial neural networks.

**Deepfake:** An AI-generated image, video, or audio file that convincingly replaces one person's likeness and/or voice with another person's.

**Digital Divide:** The gap between individuals with access to modern digital technologies and those without access.

# Part VII: Glossary of Common AI Terms

**Equity in Education:** The principle of fairness in education ensures that personal and social circumstances are not obstacles to achieving educational potential.

**Foundational Models:** Large, versatile AI models trained on extensive datasets that serve as the basis for various tasks and can be fine-tuned for specific applications.

**Generative:** The ability of AI to create new content, ideas, or data on its own.

**Generative Pretrained Transformer (GPT):** A type of AI that can understand and create human-like text after being trained on large amounts of data.

**Hallucinations:** Instances when an AI generates incorrect or nonsensical information that seems factual or coherent.

**Large Language Model (LLM):** A big AI program designed to understand, interpret, and generate human language using vast amounts of data.

**Machine Learning (ML):** A branch of artificial intelligence that uses algorithms to enable computers to learn and make predictions by identifying patterns in data without being explicitly programmed.

**Natural Language Processing (NLP):** A field of AI that focuses on the interaction between computers and humans using natural language, enabling machines to read, understand, and generate human language in a valuable way.

**Neural Networks**: Computational models inspired by the human brain's interconnected neuron structure, allowing for complex problem-solving and learning.

**Personalized Learning**: Instruction in which the pace of learning and the instructional approach are optimized for each learner's needs.

**Pretrained:** Describes an AI model that has been trained using extensive information before being used for specific tasks.

# Part VII: Glossary of Common AI Terms

**Reinforcement Learning:** Machine Learning in which an agent learns how to behave in an environment by performing actions and observing the rewards of those actions.

**Supervised Learning:** Machine Learning in which the model is trained on a labeled dataset containing both the input data and the correct output.

**Transformer:** Technology that helps AI understand and respond to language by focusing on different parts of sentences.

**Unsupervised Learning:** Machine Learning in which the model is trained on an unlabeled dataset to discover patterns and relationships in the data.

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