

# AI GUIDEBOOK

THIS DOCUMENT PROVIDES AN OVERVIEW OF GUIDELINES AND RESOURCES AVAILABLE FOR STAFF AND STUDENTS TO ENGAGE WITH ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY.

**2026-2027**



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# MISSION

Committed to Excellence for **ALL** Bulldogs to **A**chieve, **L**earn, and **L**ead.

## vision

We are **ALL** Bulldogs preparing courageous learners to achieve their aspirations through collaboration, innovation and exploration.

## MAHOMET SEYMOUR'S STANCE ON AI

Artificial Intelligence (AI) is becoming an important part of schools, workplaces, and everyday life. At Mahomet-Seymour CUSD #3, our district vision states that "We are ALL Bulldogs preparing courageous learners to achieve their aspirations through collaboration, innovation, and exploration."

**Our priority is to ensure that AI enhances learning without replacing human learning.** Students remain the thinkers, and educators remain the facilitators of student learning. AI may assist, but it does not replace judgment, reasoning, or understanding. As part of that commitment, we recognize that AI offers new opportunities to support learning, teaching, and problem-solving.

AI also presents challenges related to accuracy, ethics, privacy, and responsible use. In alignment with our Strategic Planning Goal for Technology, "*The District will embrace educational resources to enhance learning opportunities,*" this document provides guidance to students, staff, and administrators on the ethical, safe, and effective use of AI while upholding our district's mission, vision, and goals. All AI use within the district must comply with existing regulations concerning student privacy, accessibility, and content safety. Any use of AI must comply with board policy, the acceptable use policy, and the student and parent handbook.

This document serves as a living guide for responsible AI use in our schools. As technology evolves, it will be reviewed and updated to remain aligned with district priorities, state guidance, and legal requirements.



## DEFINITIONS



**Artificial Intelligence (AI)** - The ability of a computer or machine to mimic human intelligence (e.g., learn, reason, solve problems).

**Generative AI** - A type of AI that can generate new content, such as text, images, music, or code.

**Large Language Model** - An AI model that is trained on large amounts of text to identify patterns between words, concepts, and phrases to generate effective responses to prompts.

**Adaptive AI (Testing & Ed-tech)** - Technology that learns from how you interact with a platform to provide a "custom-fit" experience.

**AI Literacy** - Knowing what AI is and how to use it safely and responsibly.

**AI Fluency** - The ability to utilize AI tools effectively to support learning, problem-solving, and creation.

**Bias** - Occurs when the AI's outputs reflect prejudiced views or unequal representation, often stemming from the data on which the model was trained.

**Hallucinations** - Instances in which AI presents fabricated or inaccurate information in a confident, plausible-sounding way. Because generative AI predicts likely word sequences rather than retrieving verified facts, it can produce false information on any topic, even when given accurate source material.

**Machine learning** - A type of AI that uses data and algorithms to identify patterns and improve performance over time without being explicitly programmed for each specific task.

**Personally Identifiable Information (PII)** - Any information that can be used to identify an individual, either on its own or when combined with other data. (Full name, home address, email address, phone number, student ID, DOB, Social Security, Photos, Videos, Voice Recordings)

**Tool literacy** - the ability to understand, use, and evaluate tools effectively, safely, and responsibly, including knowing when to use a tool, how it works, and its limitations.



## OUR GUIDING PRINCIPLES



### TEACHING AND LEARNING

#### Purpose of AI in the Classroom:

AI will be used to support teaching and learning by building AI literacy among students and staff. AI use must align with instructional goals and enhance learning without replacing the human thinking and problem solving process.

### HUMAN ORIGINALITY

#### Academic Integrity:

AI is a tool that can support creativity and productivity but does not replace independent thought. Human judgment, critical thinking, and originality remain essential. Users are responsible for all decisions and content produced with AI support.

### ACCOUNTABILITY AND TRANSPARENCY

#### Data Privacy, Safety, and Compliance:

AI use must be transparent and appropriately disclosed. All users are responsible for reviewing and verifying AI-generated content for accuracy, bias, and appropriateness. The district will maintain clear expectations for responsible and ethical use.

### ACCESSIBILITY AND EQUITY

#### District Approved Tools:

Students and staff will have equitable opportunities to engage with AI tools while critically evaluating issues of bias, misinformation, and access. AI use will be implemented in ways that promote inclusion and fairness.



# >> LITERACY AND FLUENCY



Our goal is to educate students and staff to be fluent and literate in the use of AI.

**AI is:**

An adaptive system that can assist, generate, and suggest based on patterns in data.

**AI is not:**

- Able to think, understand, or make decisions
- A replacement for critical thinking and learning
- Always accurate
- Neutral
- Context aware
- A brain
- A friend
- A decision-maker

**Literacy - "Understanding the tool and its impact."**

Understanding the tool and its impact.

Use AI safely and responsibly, and evaluate outputs for accuracy, bias, and limitations.

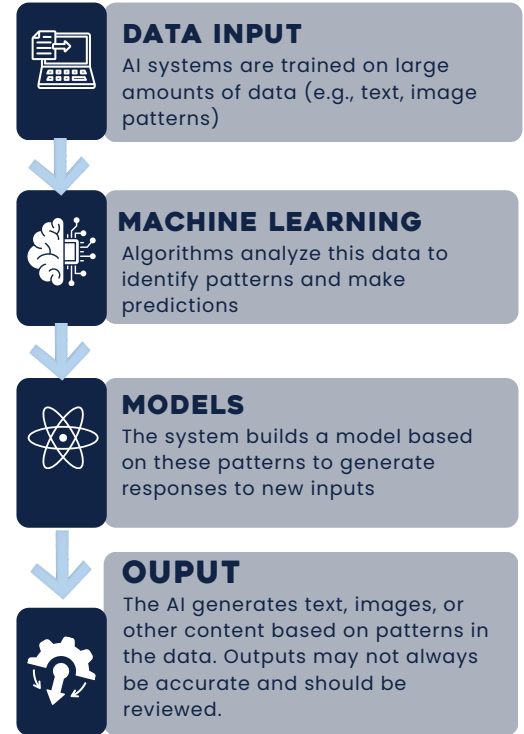
**Fluency - "Using the tool effectively with judgment."**

Apply AI strategically for learning and problem-solving while maintaining ownership of thinking.

**Possible Levels of use in the classroom**

\*Note this does not mean all students and classrooms will be using AI at any or all levels. These are examples of how it could be used.

## >> HOW AI WORKS



LEVEL OF AI USE	DESCRIPTION	EXAMPLE INSTRUCTION
<b>Permissive</b>	Students can utilize AI tools to support their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools to support your assignment and demonstrate your understanding of the topic. All AI use must be verified for accuracy and properly cited."
<b>Moderate</b>	Students can use AI tools for limited purposes such as brainstorming, outlining, or initial research, but the core content and conclusions should be original.	"You may use AI tools for brainstorming or initial research, but the main content, arguments, and conclusions must be your own."
<b>Restrictive</b>	AI tools are prohibited for the assignment, and all the work must be the student's original creation.	"Do not use AI. All work must be original; unauthorized use is academic misconduct."

**DISCLAIMER**  
**ALL AI generated content must be reviewed and verified for accuracy and bias.**

**Students are responsible for all content submitted and must ensure it reflects their understanding.**



# DATA PRIVACY, SAFETY, AND COMPLIANCE



**Students are not allowed to enter personal or sensitive information into non-approved tools. Every tool used in classrooms is vetted for compliance and monitored for safety.**

The Mahomet-Seymour CUSD #3 is committed to a "Privacy-First" approach to AI. This framework ensures that innovation never comes at the expense of student safety or legal compliance. The District will implement practices that address the safety, wellness, and social emotional needs of students and employees.

## 1. Legal Compliance & Illinois Standards

Mahomet-Seymour operates in strict accordance with state and federal mandates to ensure a secure digital learning environment.

- **SOPPA Alignment:** All Generative AI tools used for instructional purposes must be vetted for compliance with the **Student Online Personal Protection Act (SOPPA)**. No student data may be shared with an AI provider unless a **Data Privacy Agreement (DPA)** with the Illinois Exhibit is active.
- **State Guidance Sync (SB 1920):** This framework shall be reviewed annually to ensure alignment with the evolving AI guidelines published by the **Illinois State Board of Education (ISBE)**.
- **State Compliance (ISSRA):** The District ensures that the use of AI does not compromise the protections afforded under the Illinois School Student Records Act (ISSRA). AI tools shall not maintain or replace student school records, disclose protected information, or interfere with parent and student rights related to access, amendment, and confidentiality of records."
- **Federal Compliance (FERPA, COPPA, CIPA):** The District maintains "direct control" over student data as "School Officials" (FERPA), provides proxy consent for educational use for students under 13 (COPPA), and ensures all AI use occurs within protected, filtered, and monitored networks (CIPA).
  - **Family Educational Rights and Privacy Act (FERPA):** This federal law protects the privacy of student educational records. To ensure compliance, do not disclose Personally Identifiable Information (PII) when using Gen AI tools.
  - **Children's Online Privacy Protection Act (COPPA):** Applies to online services directed at children under 13.
  - **Children's Internet Protection Act (CIPA):** Requires schools to implement internet safety policies and technology protection measures to prevent access to obscene, pornographic, or harmful content.

## 2. Tiered Approach to Data Privacy

The ability to input **Personally Identifiable Information (PII)** into an AI system depends strictly on the tool's vetting status.


- **Tier 1: Non-Vetted / Public AI Tools (No DPA on file)**
  - **Prohibited:** Users are strictly prohibited from inputting any PII (names, IDs, addresses), sensitive district data, or confidential records into these systems. These tools often use inputs to train public models.
- **Tier 2: District-Approved / Vetted AI Tools (Signed DPA on file)**
  - **Permitted with Caution:** PII is permitted only in tools that have a signed Illinois DPA on file. These agreements legally bind the vendor to protect the data and prohibit them from using Bulldog data to train AI models.
- **Tier 3: Special Exception: Highly Sensitive Data**
  - **Restricted:** Even with a signed DPA, the input of highly sensitive information—such as IEP/504 documentation, health records, or district financial data—is restricted to specialized platforms. General-purpose AI chatbots should not be used for this data unless explicitly authorized by the Director of Special Education or Superintendent.

### 3. SOPPA-Compliant AI Approval Workflow



To maintain safety, all new AI tools must follow the AI approval path before classroom introduction.

1. **Instructional Request:** Staff submit a request via the District's Resource Request Form.
2. **DPA Verification:** The Technology Department checks the **Illinois Student Privacy Alliance (ISPA)** for a signed DPA. If no agreement exists, the vendor must sign one or the tool is not approved.
3. **Technical Vetting:** The tool is evaluated for security standards, algorithmic bias, and accessibility.
4. **Public Transparency:** Once approved, the tool is added to the Mahomet-Seymour Public SOPPA Registry, detailing what data is shared and the active contract.

[Mahomet-Seymour Public SOPPA Registry](#) 

### 4. Safety and Ethical Monitoring

The District utilizes automated monitoring tools to flag AI-generated content or prompts that indicate self-harm, bullying, or the creation of deepfakes, as required by updated Illinois internet safety mandates (SB 1920). Staff and students are required to maintain **Human Oversight** over all AI outputs to verify accuracy and mitigate bias.

#### Age Restrictions

In alignment with federal and state age-based privacy regulations for K-12 institutions, the Mahomet-Seymour School District restricts the direct use of generative AI platforms to students at the High School grade levels. However, students will continue to engage with approved educational software, such as Renaissance Star. These programs utilize embedded AI and adaptive algorithms to analyze student responses in real-time, allowing the assessment to adjust its difficulty and provide a personalized learning profile for each child.







#### Parental Rights

During registration, parents may opt their child out of the district using their child's name, e-mail address, and image, or any other Personal Identifiable Information (PII) into any Large Language Models.



## 5. District Approved Tools

Some district AI approved tools may use PII, when they are vetted for compliance. These are currently restricted to the agreements listed in the [Student Data Privacy Consortium](#).

TOOL	PURPOSE	WHO USES IT
	AI-powered tool to support research, brainstorming, drafting, and instructional planning.	Students & Teachers
	Assessment and progress monitoring platform used to measure student growth and guide instructional decisions,	Students & Teachers
	Graphic design and visual communication platform used to create presentations, classroom materials, and various projects.	Students & Teachers
	AI-supported tool that adapts and differentiates reading materials to meet diverse student learning levels and instructional needs.	Teachers & Students (Junior High Only)
	AI instructional support tool that assists teachers with feedback, lesson planning, differentiation, and content creation.	Teachers Only
	Early literacy assessment and progress monitoring tool used to evaluate foundational reading skills and inform targeted instruction.	Students & Teachers

This document reflects digital tools currently in use across the district. This list is not exhaustive and will be reviewed regularly to ensure alignment with district guidelines and instructional goals.

 [Student Data Privacy Consortium](#).



# PURPOSE OF INSTRUCTION



## Purpose of AI Use in the Classroom

While everyone is encouraged to follow the guiding principles in the Foundations and Purpose section of this document, this section provides specific guidelines for classroom use of this technology.

### Acceptable Use of Artificial Intelligence for Students and Staff

Student use of generative AI is permitted under the following conditions, as determined by the teacher and district guidelines

#### Guidelines for Students:

#### I CAN...

STUDENTS UNDER 13	STUDENTS OVER 13
Learn about AI through teacher guided discussion and teacher demonstration.	Learn about AI through discussion, demonstration, and guided practice.
Use district-approved AI tools as part of a structured class activity.	Use teacher and district-approved AI tools to support class assignments.
Engage with adaptive technology as approved by the district.	Engage with district approved adaptive testing technology.
	Students may use generative AI tools only when the tools are district-vetted for compliance and use is approved by the teacher.

#### I CANNOT...

- Access generative AI tools without district and teacher approval for each use.
- Use generative AI in any way that violates data privacy, academic integrity, or district policies.
- Use generative AI for personal or non-educational purposes on school devices or networks.

#### Student Expectations:

VERIFICATION:	ORIGINALITY:
Students must verify the accuracy of AI-generated information by cross-checking with credible sources. All AI outputs must be evaluated for accuracy, bias, potential misinformation, and/or hallucinations.	Student work must reflect original thinking. AI may be used to enhance, not replace, student ideas. Students must distinguish their own contributions from AI-generated content and provide appropriate acknowledgment when AI is used. Students should always maintain academic integrity.

## GUIDANCE FOR STUDENTS



**Our district believes in embracing innovative tools while ensuring they are used ethically, responsibly, and in ways that strengthen learning.**

**Students are expected to use AI in ways that:**

- Support learning rather than replace it
- Follow the teacher's directions about when and how AI tools may be used
- Use AI tools only when permitted by the teacher
- Maintain academic honesty and integrity
- Protect personal and private information

**Work submitted in class should represent a student's own understanding. If AI is used in an assignment, students should follow the teacher's guidelines about disclosure and citation.**

**Essential Things to Know**

- AI is not always accurate. It can make mistakes, generate biased responses, or provide outdated information.
- Information entered into AI tools is stored or used to improve those systems. Students should never share personal, private, or confidential information.
- Responsible AI use is a digital citizenship skill and part of preparing students for college, careers, and life beyond school.

## **APPROPRIATE USE OF GENERATIVE AI FOR STUDENTS AS DETERMINED BY TEACHER DISCRETION**



In alignment with district guidelines, the chart below shows appropriate use of generative AI as determined by **teacher discretion**. Students may use generative AI to support learning in the following ways:

### *Collaboration*

- Use AI as a brainstorming partner.
- Summarize ideas from discussions.
- Generate timelines and task lists

### *Creativity*

- Develop ideas for writing or projects
- Create digital media (images, presentations, etc.)
- Explore multiple approaches to a problem

### *Learning*

- Generate extra practice questions and study guides.
- Use AI as an interactive tutor.
- Assist with organizing and summarizing research
- Generate immediate feedback on first drafts of written assignments.

### *Assessments*

- Engage with district-approved adaptive technologies that personalize learning and provide feedback based on student performance.



# PURPOSE OF INSTRUCTION



## Purpose of AI Use in the Classroom

This section outlines specific guidelines for the responsible use of artificial intelligence (AI) in classroom settings. All stakeholders are expected to uphold the guiding principles established in the Foundations and Purpose section of this document.

## GUIDANCE FOR STAFF

### Guidelines for Staff :

#### SUPERVISE

##### STUDENT ACCESS & USE:

Students may use AI tools only when the tools are district-vetted for compliance and use is approved by the teacher.

#### PRIORITIZE

##### SAFETY AND DATA SECURITY:

Do not enter personally identifiable information (PII) into an AI tool. Staff must instruct students on protecting their personal data when using AI.

#### BUILD

##### AI LITERACY TO ENHANCE PEDAGOGY:

Engage in ongoing professional learning to build AI literacy and strengthen instruction practice. AI-generated content must supplement, not replace, district-vetted, high-quality instructional materials.

#### PRACTICE

##### AND MODEL RESPONSIBLE AND TRANSPARENT USE:

Use Generative AI to enhance, not replace, professional judgment and instructional expertise. Review all AI-generated materials for accuracy and bias. Ensure all AI use (e.g. to assist with grading) remains transparent, appropriate, and aligned with district expectations.

## REMINDER FOR STUDENTS AND STAFF:

### ETHICS & RESPONSIBLE USE:

Students must use generative AI in ways that protect the privacy and well-being of themselves and others. Under no circumstances should students input personally identifiable information (PII) about themselves, classmates, teachers, or any other individuals into an AI system.

Students may not:

- Input PII about themselves or others into any AI system
- Use AI to generate any hateful, explicit, illegal, or inappropriate content.

All AI use must align with ethical standards and the Student Code of Conduct.

If a student encounters concerning or inappropriate AI-generated content, they should stop use immediately and report the issue to a teacher or administrator. Students are responsible for their interactions with AI systems.



# ACADEMIC INTEGRITY



## Guiding Principles

- Artificial intelligence (AI) must be used responsibly, ethically, and effectively. All use of AI must align with district expectations for honesty, transparency, and academic integrity.
- AI is intended to enhance instruction and learning, not replace critical thinking, teaching or student understanding.
- Students and staff are expected to develop a clear understanding of AI tools and use them appropriately to support student learning.
- Teachers must clearly define when and how AI must be used for AI and learning activities.

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## Defining AI-Related Academic Misconduct

- Students must disclose any use of AI in their work. Failure to disclose AI-generated content constitutes plagiarism. Use of AI beyond these exceptions is considered misuse and is subject to the plagiarism and cheating policies outlined in the Student Behavior Policy as found in building handbooks. Teachers are responsible for defining acceptable AI use for each assignment.
- Teachers are responsible for defining what acceptable use of AI for a given assignment. Use of AI outside of acceptable use is considered misuse.
- Use of AI tools to harm, bully, or otherwise violate school rules is subject to disciplinary policies as outlined in the Student Behavior Policy as found in building handbooks.

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## Guidelines for Acceptable Use

### **Teachers are responsible for determining when and how AI tools may be used in their classrooms.**

Teachers must clearly communicate expectations for AI use to students for each assignment or learning activity. Students must follow **teacher direction** regarding AI use and consult the teacher before using AI when expectations are unclear.

Students may use AI as authorized in their Individualized Education Program (IEP).

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In alignment with district guidelines, the chart below shows appropriate use of generative AI as determined by **teacher discretion**. Students may use generative AI to support learning in the following ways:

### Collaboration

- Use AI as a brainstorming partner.
- Summarize ideas from discussions.
- Generate timelines and task lists

### Learning

- Generate extra practice questions and study guides.
- Use AI as an interactive tutor.
- Assist with organizing and summarizing research
- Generate immediate feedback on first drafts of written assignments.

### Creativity

- Develop ideas for writing or projects
- Create digital media (images, presentations, etc.)
- Explore multiple approaches to a problem

### Assessments

- Engage with district-approved adaptive technologies that personalize learning and provide feedback based on student performance.

To maintain academic integrity, unacceptable use may include, but is not limited to, the following examples:



## **UNACCEPTABLE USE**

Students may not use AI tools in ways that replace their own thinking or violate teacher expectations, such as:

### *Collaboration Misuse*

- Use and submit Generative AI to generate sentences, paragraphs, and/or essays that are copied to an assignment
- Using AI to summarize assigned readings in place of engaging with original material
- Using AI-generated outlines or structures as original work without modification
- Relying on AI to generate opinions, interpretations, or conclusions in place of independent thinking

### *Creativity Misuse*

- Submitted AI-generated media (eg, images, videos, or audio) as original work
- Adopting AI-generated solutions or ideas without personal contribution or critical evaluation

### *Learning Misuse*

- Using AI tools as a substitute for reading and researching with the required research sources
- Relying on AI-generated summaries as a primary or sole source of information
- Copying AI-generated feedback or revisions directly into the final work without revision or understanding

### *Assessment Misuse*

- Using AI tools, image recognition software, or similar technologies to obtain answers during assessment where such use is not permitted

### **Disclosure Requirements**

- Teachers will define expectations for AI-disclosure based on the assignment, grade level, and subject area.
  - Students are responsible for all submitted work regardless of AI use.
- Students are expected to disclose any AI use on school assignments.
- Failure to disclose AI use constitutes academic dishonesty and is subject to the plagiarism and cheating policies outlined in the student behavior policy, as found in building handbooks.
- **Examples:**
  - A student who uses an AI assistant to generate ideas for an essay must disclose this use on the designated assignment form.
  - A student who uses an AI tool for grammar, style, or editing support must disclose this use on the designated assignment form.
    - A sample of what a disclosure form may look like will follow:

## When a teacher decides a student is allowed to use AI:

Date:

Relevant Assignment:

The purpose of this worksheet is to help you reflect critically on the ways you have used AI in your work! Please fill it out carefully and submit it with all major assignments in this course. If you did not use AI at any point during the writing process, indicate so below.

This form is designed to support student reflection and transparency regarding the use of AI in the learning process. Students are required to complete and submit this form with assignments when AI use is permitted.

If AI was not used, indicate: (N/A)

**What AI System(s) did you use? (ChatGPT, Bard, Google Translate,**

<b>Part of Writing Process:</b>	Describe how and why you used AI for each part of the writing process below. At some parts of the process, you may have used AI more than others but complete each section of the table regardless of usage. If you did not use AI for a specific category, please put "N/A."
<b>Prewriting</b> (brainstorming, research questions, topics, etc.)	
<b>Researching</b> (sources and citations)	
<b>Drafting</b> (writing paragraphs and sentences)	
<b>Revising</b> (editing and proofreading)	

**After completing the table above, respond to the following:**

1. Did you use AI in any way not described above? If so, explain.
2. Based on how you used AI during the writing process, how will you adjust your writing strategies next time based on this experience?
3. **If you did not use AI**, what influenced your decision?

If applicable, include any AI-generated content or conversations that informed your work.

By completing this form, I affirm that this is a complete and accurate representation of my AI use.



MAHOMET-SEYMOUR CUSD #3

VERSION 1 UPDATED & APPROVED MAY 2026

THIS DOCUMENT WAS DEVELOPED THROUGH A COLLABORATIVE PROCESS THAT INCLUDED HUMAN EXPERTISE AND THE USE OF A LARGE LANGUAGE MODEL (AI) TO SUPPORT DRAFTING AND CONFINEMENT. ALL CONTENT HAS BEEN REVIEWED, EDITED AND APPROVED BY DISTRICT PERSONNEL. IMAGES INCLUDED ARE STOCK IMAGES FOR ILLUSTRATIVE PURPOSES ONLY.