



MRLS AI Community Playbook

SECTION 1 — Who We Are and Why This Matters

Why AI Matters in Mad River Right Now

In Mad River, our mission is to create successful educational experiences for all the students we serve through diverse opportunities.

The emergence of Artificial Intelligence (AI) presents both significant opportunities and important questions for our district. We recognize that AI is already changing the way we live, work, and learn. As a district, we have a responsibility to ensure our students are "AI literate"—ready to navigate these tools with confidence, skepticism, and integrity.

We are creating this playbook not because we want to replace the essential human elements of teaching and learning, but because we want to protect them. By establishing clear expectations now, we can harness the power of AI to support our educators and empower our students while remaining anchored in our core values.

Hopes, Opportunities, and Responsibilities

Through our leadership discussions, several key themes have emerged regarding our approach to AI:

- **Empowering Educators:** We see AI as a tool that can reduce administrative burdens and "surface-level" tasks for our staff, allowing more time for the high-impact, face-to-face instruction that our students need.
- **Personalized Support:** We believe AI has the potential to act as a "peer tutor" or a support system, helping students move past "stuck points" in their learning without doing the thinking for them.

- **Maintaining Integrity:** We are committed to protecting authentic student voice. We believe that learning is a process, and while AI can assist that process, it must never replace the hard work of original thought.
- **Transparency and Trust:** We recognize that our families are our partners. We are committed to being transparent about how and when AI is used in our classrooms, ensuring that parents are informed and involved in this journey.

SECTION 2 — Our Vision for AI in the MRLS Community

Our AI Vision Statement

We are committed to empowering our students to navigate their unique paths—whether toward Enrollment, Enlistment, or Employment—by embracing AI as a powerful tool for future readiness. Our district believes in the intentional integration of AI to support personalized learning and career-technical excellence while maintaining the highest standards of safety, privacy, and academic integrity. We recognize our responsibility to partner with families through transparent communication and ongoing training, ensuring that AI enhances rather than replaces the human connections at the heart of our schools. By equipping both our staff and students with the skills to use AI ethically and effectively, we ensure our graduates are prepared to succeed in an evolving society and workforce.

Our Core Values

To bring this vision to life, we focus on these primary commitments to our community:

- **Human-Centered Learning:** We prioritize the relationships between teachers, students, and families. AI will be used to support these connections, not to substitute for the essential human elements of mentorship and instruction.
- **The 3E's and Pathways:** There is a deep commitment to the "3E's" (Enrollment, Enlistment, Employment). AI is seen as a way to support students in their chosen individual paths rather than pushing them in a single direction.
- **Academic and Professional Integrity:** We value original thought and authentic voice. We will teach our students how to use AI as a collaborator for brainstorming and refining ideas while ensuring they remain the primary authors of their own work.
- **Critical Thinking and Literacy:** We will empower our community to be "skeptical users"—understanding the limitations, biases, and ethical implications of AI so they can make informed decisions.
- **Safety and Parent Partnership:** A primary concern is protecting students from inappropriate content. There is a strong desire to bring parents into the fold through training and "champions" to move from fear to informed engagement.
- **Teacher Support and Efficiency:** The district hopes AI will help teachers with "differentiated learning," allowing them to quickly adapt materials to different grade levels and save time on administrative tasks to focus more on students.

- **Intentionality and Return on Investment:** There is a desire to be purposeful about purchasing tools. The district wants to avoid "shelfware" by piloting programs, identifying "super users," and ensuring any investment actually improves student outcomes.

Connecting Vision to Action

This vision is not just a statement; it is a promise to our community. We see AI as a way to move from "surface-level" implementation to deep, professional application. Whether it is helping a student move past a "stuck point" in a writing assignment or helping a staff member manage administrative tasks more efficiently, our goal is to use AI to create more space for what matters most: growth, creativity, and community.

SECTION 3 — Shared Language: Our AI Glossary

To ensure our students, families, and staff can have clear and productive conversations about Artificial Intelligence, we have adopted a shared vocabulary. "Shared language is shared power," and these definitions help us move from uncertainty toward informed, responsible use.

Foundational Terms

- **Algorithm:** A set of rules or instructions a computer follows to complete a task or make a prediction.
- **Artificial Intelligence (AI):** A field of computer science that creates systems capable of performing tasks that usually require human intelligence, such as recognizing patterns, solving problems, or generating text and images.
- **Generative AI:** A type of AI that can create new content—like sentences, computer code, or pictures—based on the data it was trained on.
- **Large Language Model (LLM):** The technology behind tools like ChatGPT or Gemini. These models are trained on massive amounts of text to predict and generate human-like language.

Responsibility and Trust

- **AI Disclosure:** Being open and honest about when and how AI was used to complete a task or assignment.
- **Human-in-the-loop:** The requirement that a human must always review, verify, and take responsibility for any output generated by an AI. In Mad River, we believe humans must remain the final decision-makers.
- **Responsible AI:** Using AI in ways that center humanity, integrity, safety, and fairness.
- **Transparency:** Being open with our community about how AI is used and how it affects educational decisions.

Technical and Safety Terms

- **AI Literacy:** The ability to understand, use, monitor, and critically reflect on AI technologies.

- **Bias:** When an AI system produces unfair or prejudiced results because of the data it was trained on. We teach our students to be "skeptical users" who check for these biases.
- **Hallucination:** When an AI model generates information that sounds confident and correct but is actually false or made up.
- **Predictive AI:** AI used to make guesses about future outcomes based on historical data (such as identifying students who may need extra reading support).
- **Prompt Engineering:** The process of carefully designing the instructions (prompts) given to an AI to get the most helpful and accurate result.
- **Safety Filter:** A control built into software that reduces harmful or inappropriate outputs.

SECTION 4 — Our Commitments

To build a culture of trust and responsible innovation, Mad River Local Schools has established clear commitments for how we will approach AI. These commitments ensure that technology remains a tool for human growth and that every member of our community knows what to expect from one another.

Commitments from District Leadership

- **Prioritize Safety and Privacy:** We will ensure that all AI tools used in our schools meet strict data privacy standards and protect student information.
- **Provide Professional Learning:** We commit to moving beyond "surface-level" training, providing our staff with the ongoing professional development needed to use AI effectively and ethically.
- **Maintain Transparency:** We will keep our community informed about district-level AI policies and the "Green/Yellow/Red" guardrails that guide our classrooms.
- **Focus on Equity:** We will work to ensure that all students, as defined in the guardrails below, have access to district approved AI literacy and tools, preventing a new "digital divide" in our community.
- **Board Policy Connection:** You can find Mad River Local Schools Board Policy 7540.09 - ARTIFICIAL INTELLIGENCE ("AI") at <https://go.boarddocs.com/oh/mrlsd/Board.nsf/goto?open&id=DE9L4W54A140>

Commitments from Educators and Staff

- **Keep Humans in the Loop:** We commit to reviewing and verifying all AI-generated content used for instruction, grading, or communication. AI will assist us, but teachers remain the experts.
- **Model Responsible Use:** We will show students how to use AI ethically—teaching them to cite AI when used and to be skeptical of its outputs.
- **Clarify Expectations:** We will be clear with students and families about when AI is allowed on an assignment and when it is not, using the district's disclosure norms.
- **Protect Authentic Voice:** We will prioritize assignments and assessments that value a student's unique perspective and original thinking over AI-generated products.

Commitments from Students

- **Lead with Integrity:** I will follow the specific "Green/Yellow/Red" rules for every assignment and will never present AI-generated work as my own without permission and disclosure.
- **Be a Skeptical User:** I will double-check facts provided by AI and look for biases, understanding that AI can sometimes make mistakes (hallucinations).
- **Use AI to Support my Learning, Not Replace It:** I will use AI as a collaborator to help me get unstuck or to brainstorm, but I will do the heavy lifting of thinking and learning myself.

Commitments from Families and Community

- **Partner in Learning:** We will talk with our children about responsible technology use and support the district's academic integrity expectations at home.
- **Ask Questions:** We will reach out to teachers or school leaders when we are unsure how AI is being used in a specific class or assignment.
- **Focus on the Process:** We will encourage our children to value the process of learning and the development of their own ideas, rather than just the final grade.

SECTION 5 — Guardrails for Responsible AI Use

To provide clarity for our students and staff, Mad River Local Schools uses a "Traffic Light" system of guardrails. These categories help everyone understand when AI is a helpful partner, when it requires specific permission, and when it should be set aside to protect authentic learning.

The Mad River Guardrail System

Mad River Local Schools Approved AI Tools (Each of the identified tools meet the Federal Student Data Privacy Requirements):

- Brisk Teaching (for teachers only)
- Google Gemini
- Google NotebookLM
- MagicSchool AI
- Microsoft Copilot
- SchoolAI

Age-Appropriate AI Use For Students in Grades K-6

The goal is not students creating with AI tools directly, rather experiencing teacher created opportunities with AI.

- Teachers use AI to improve instruction
- Students are the end beneficiaries of AI use for instruction

- Age-appropriate digital citizenship comes first

Age-Appropriate AI Use For Students in Grades 7-12

The goal is for students to be active users of AI tools when appropriate based on the following guardrails and direction by their classroom teacher.

GREEN: AI-Empowered (Encouraged)

In "Green" scenarios, AI is used as a tool to enhance productivity, spark creativity, or provide initial support based on district approved tools.

- For Students: Using AI to brainstorm topics, organize a study schedule, or explain a difficult concept in simpler terms.
- For Staff: Using AI to draft emails, enhance curriculum, or summarize long documents to save time for direct student interaction.
- The Goal: Efficiency and "getting started."

YELLOW: AI-Assisted (Permission Required)

In "Yellow" scenarios, AI may be used only with specific teacher guidance and clear disclosure based on district approved tools.

- For Students: Using AI to help draft a specific paragraph, check computer code for errors, or act as a "peer reviewer" for a student's original work.
- The Requirement: Students must document how the AI was used and which parts of the final product were AI-generated.
- The Goal: Targeted collaboration where the student remains the primary "thinker."

RED: Human-Only (Prohibited)

In "Red" scenarios, the use of AI is not permitted because the goal of the assignment is to measure a student's independent skill or authentic voice.

- For Students: Using AI to write an entire essay, solve math problems during a test, or complete a reflection that is meant to be personal.
- For Staff: Using AI to generate final student grades or make high-stakes disciplinary decisions without human oversight.
- The Goal: Protecting the integrity of the learning process and ensuring authentic assessment.

Practical Implications for the Classroom

We believe that guardrails should be clear before an assignment begins. As discussed in our leadership sessions, we want to move away from "gotcha" moments and toward a culture where teachers explicitly state the "color" of the assignment.

If a student is ever unsure whether a use of AI is Green, Yellow, or Red, they are expected to ask the teacher before proceeding.

SECTION 6 — Academic Integrity, Transparency, and Disclosure

In Mad River Local Schools, we believe that academic integrity is about more than just "not cheating." It is about the value of a student's own voice, the development of their unique ideas, and the trust between a teacher and a student. In an AI-enabled world, maintaining this trust requires clear expectations for how and when AI is disclosed. Please reference board policy 7540.09 - ARTIFICIAL INTELLIGENCE - ("AI") at <https://go.boarddocs.com/oh/mrlsd/Board.nsf/goto?open&id=DE9L4W54A140> for more information on acceptable use of AI in Mad River Local Schools.

Process vs. Product

We make a distinction between using AI to assist in the process of learning and using AI to create a final product.

- Process: Using AI to brainstorm, organize thoughts, or explain a concept. This is often encouraged (Green/Yellow).
- Product: Presenting AI-generated text, images, or code as your own work. This is generally prohibited (Red) unless specifically authorized by the teacher.

Expectations for Disclosure

When AI is used in a "Green" or "Yellow" (AI-Assisted) capacity, students are expected to be transparent. Disclosure is not a confession of wrongdoing; it is an act of academic honesty. In Mad River, disclosure means:

1. Naming the Tool: Identifying which district approved AI tool was used (e.g., Gemini, Copilot, NotebookLM, MagicSchool AI, SchoolAI).
2. Describing the Use: Explaining exactly what the AI did (e.g., "I used AI to help me create an outline for my essay").
3. Reflecting on the Output: Verifying the information and ensuring the final work still reflects the student's own understanding.

Disclosure Statement Examples:

- "I used AI (Gemini) to help generate ideas and/or revise my work. I reviewed and edited all content for accuracy."
- "This work includes support from AI (SchoolAI) for brainstorming, drafting, or editing. All final content has been reviewed, revised, and approved by me."

- “AI (Copilot) was used in the development of this assignment for idea generation and/or drafting. The final submission reflects my own understanding and has been critically reviewed and edited by me.”
- “I used AI (NotebookLM) to assist with brainstorming, outlining, and drafting. I evaluated the AI generated content and made revisions to ensure accuracy and reflect my own thinking.”

Our Approach to AI Detection

While tools exist that claim to detect AI-generated writing, we recognize that these tools are not 100% accurate and can sometimes produce "false positives."

- Mad River will not rely on AI detectors to determine academic dishonesty.
- Instead, we prioritize the teacher-student relationship. If a teacher notices a significant shift in a student's writing style or voice, the first step is a conversation—not a penalty.

Protecting Trust and Fairness

We believe that conversations should happen before punitive action. Our goal is to use these moments as "teaching opportunities" to clarify expectations. If a student is honest about their AI use from the start, we can work together to ensure they are meeting the learning goals of the assignment.

SECTION 7 — Teaching, Learning, and Assessment in an AI-Enabled World

In Mad River Local Schools, we believe that technology should serve the learner, not the other way around. As AI becomes more integrated into our digital tools, we are committed to evolving our teaching and assessment practices to ensure that students are developing the durable skills—like critical thinking, problem-solving, and ethical reasoning—that they will need for the future.

The Role of the Teacher: Human-in-the-Loop

We believe that the heart of education is the relationship between the teacher and the student. In an AI-enabled classroom:

- **Teachers are the Experts:** AI may suggest a lesson outline or a quiz question, but the teacher remains the final authority on what is accurate, appropriate, and effective for their students.
- **Mentorship over Monitoring:** While we use guardrails to prevent misuse, our primary focus is on mentoring students to use these tools effectively and ethically.
- **Professional Judgment:** We trust our educators to use their professional judgment to decide when AI adds value to a lesson and when it creates a distraction from the learning goal.

Protecting Authentic Thinking

Our goal is to protect the process of thinking, not just the final product. To do this, we are shifting how we look at student work:

- **Focus on the "Messy Middle":** We value the drafts, the brainstorming notes, and the revisions. By looking at how a student gets to an answer, we can ensure the learning is authentic.
- **In-Class Assessments:** For "Red" assignments where we need to measure a student's independent skill, teachers may prioritize handwritten work, oral presentations, or supervised in-class assessments.
- **AI as a "Peer Tutor":** We encourage students to use AI to get "unstuck"—for example, asking an AI to "Explain this math concept in a different way" or "Give me feedback on the clarity of my thesis statement."

Assessment and Feedback

AI offers new ways to provide students with immediate, personalized feedback. However, we remain committed to the following:

- **Human Feedback Matters:** While AI can provide quick checks for grammar or basic logic, the most meaningful feedback on a student's growth and potential comes from their teacher.
- **Rigor and Work Ethic:** We believe that the struggle of learning is where growth happens. We will not allow AI to "short-circuit" the hard work required to master a new skill.

SECTION 8 — Role-Based Guidance for Students, Families, Educators, and Leaders

To ensure that AI is used effectively and responsibly across Mad River Local Schools, we have developed specific guidance tailored to the unique roles within our community.

For Students: Your Learning, Your Voice

AI is a tool that can help you explore new ideas, but it cannot replace your unique perspective.

- **Be the Author:** Use AI to brainstorm or outline, but ensure the final words and ideas are yours.
- **Cite Your Collaborator:** If you use AI in a "Green" or "Yellow" assignment, always disclose which tool you used and how it helped you.
- **Check for Accuracy:** Never assume AI is 100% correct. Always verify facts, especially for important assignments.
- **Protect Your Privacy:** Do not enter personal information (like your home address or full name) into AI tools.

For Families: Partners in the Journey

We want you to feel confident supporting your child in an AI-enabled world.

- **Encourage the Process:** Ask your child how they used AI. Did it help them get started? Did they check the answers it gave them?
- **Reinforce the Guardrails:** Help your child understand when an assignment is "Red" (Human-Only) and why that independent work is important for their growth.
- **Stay Curious:** You don't need to be an AI expert. Simply asking, "What did the AI suggest, and do you agree with it?" helps build your child's critical thinking.

For Educators: Human-in-the-Loop

You are the most important factor in a student's success. AI is here to support your professional expertise.

- **Be Explicit:** Clearly label every assignment as Green, Yellow, or Red before students begin.
- **Reduce the "Surface Level":** Use AI to help with administrative tasks like drafting emails or organizing lesson outlines, so you can spend more time on high-impact instruction.
- **Prioritize Relationship-Based Assessment:** Use your knowledge of a student's voice to guide conversations about academic integrity.
- **Continuous Learning:** Stay engaged with district professional development to move from basic use to meaningful, professional application.

For Leaders: Stewards of Trust and Innovation

Our leadership team is committed to guiding the district through this transition with transparency.

- **Support the Staff:** Ensure educators have the time, resources, and "permission to play" with these tools in a safe, professional environment.
- **Protect Data Privacy:** Vet all district-wide tools to ensure they meet our high standards for student and staff privacy.
- **Listen to the Community:** Continue to survey and gather feedback to ensure our policies reflect the needs of Mad River families.
- **Model Responsible Use:** Use AI transparently in leadership tasks, demonstrating the "Human-in-the-loop" principle in action.

SECTION 9 — Response Protocol When AI Expectations Are Unclear or Violated

In Mad River Local Schools, we recognize that navigating AI is a learning process for everyone. There will be moments of uncertainty, and there may be times when expectations are not met.

Our response protocol is designed to be fair, consistent, and focused on restoration and learning rather than just punishment.

Our Approach: Conversation First

If a student's work raises concerns regarding AI use, our process follows these steps:

1. **Teacher-Student Dialogue:** The teacher will initiate a private, supportive conversation with the student. The goal is to understand the student's process. Questions may include: "Can you walk me through how you developed this idea?" or "What tools did you use to help you get started?"
2. **Review of Expectations:** The teacher and student will review the original "Traffic Light" (Red/Yellow/Green) designation for the assignment and the student's disclosure (or lack thereof).
3. **Determination of Intent:** We distinguish between a misunderstanding (not realizing a specific use was "Red") and academic dishonesty (intentionally presenting AI work as one's own to bypass learning).

When Violations Occur

The district will follow Mad River Local Schools Board Policy 5500 - Student Conduct - <https://go.boarddocs.com/oh/mrlsd/Board.nsf/goto?open&id=DE9L4D54A108> if it is determined that AI was used in a way that violates the district's academic integrity policy.

Handling "Gray Areas"

If a situation arises that is not clearly covered by the current playbook:

- **Leadership Consultation:** Teachers are encouraged to consult with building leadership or the technology department to ensure a consistent district-wide response.

SECTION 10 — Questions We Are Still Working Through

At Mad River Local Schools, we believe that being a "learning community" means being honest about what we don't yet know. AI is evolving faster than policy can often keep up, and there are several "tensions" and open questions that we are continuing to explore. We share these openly to show that this playbook is an ongoing dialogue, not a final set of answers.

Key Tensions We Are Navigating

- **High-Stakes Testing vs. AI Integration:** How do we prepare students for state tests that are currently "Human-Only" (Red) while also teaching them to use AI tools that will be required in their future careers?
- **Standardization vs. Personalization:** We see the potential for AI to personalize learning for every student, but we are still working through how to maintain consistent standards and fairness across different classrooms.

- **The "Digital Divide" 2.0:** While we are committed to providing access at school, we are concerned about the gap between students who have high-speed access and paid AI versions at home and those who do not.
- **Detecting the "Undetectable":** As AI writing becomes more sophisticated, we are grappling with how to ensure academic integrity without turning our classrooms into environments of constant surveillance.

Unresolved Questions for Future Discussion

- **What is "Original Enough"?** In a world where AI can help brainstorm, outline, and edit, where exactly is the line where a piece of work stops being the student's and starts being the machine's?
- **Long-Term Skill Development:** If AI can solve complex math problems or write basic code, which foundational skills must we protect most fiercely to ensure our students remain independent thinkers?
- **Future Workflows:** How will AI change the daily "work life" of our teachers and staff in the long run? We are still exploring how to move from "saving time" to "reimagining roles."

Our Commitment to Dialogue

We don't see these unanswered questions as a failure; we see them as a strength. By naming these tensions, we invite our staff, students, and families to help us find the right path forward.

SECTION 11 — How We Will Learn, Review, and Grow

The Mad River Local Schools AI Community Playbook is not a finished product; it is a living document. Because Artificial Intelligence is a rapidly changing field, we are committed to a process of continuous learning, regular review, and transparent updates to ensure our guidance remains relevant and helpful.

Our Commitment to Stewardship

As we move forward, we will treat this playbook as a shared resource that belongs to the entire Mad River community. We commit to:

- **Annual Review:** At least once per year, our leadership team and technology committee will formally review this playbook to update guardrails, glossary terms, and privacy standards based on the latest developments in AI and state/federal guidance.
- **Feedback Loops:** We will provide opportunities for students, staff, and families to share their experiences, successes, and concerns.
- **Ongoing Professional Learning:** We will prioritize the continued development of our staff, moving from basic AI awareness to advanced, professional application that benefits student learning.

Staying Informed and Involved

We believe that the best way to navigate the future of AI is through partnership. We encourage our community members to:

- **Visit Our Website:** We will maintain a dedicated space on the district website for the most current version of this playbook and additional resources for families.
- **Reach Out:** If you have questions or a perspective that hasn't been captured yet, your input is always welcome.

Growing Together

Our goal is to ensure that Mad River students are not just consumers of technology, but leaders who understand how to use it with integrity and purpose. By learning, reviewing, and growing together, we can ensure that AI remains a tool that supports our district's mission and honors our community's values.