Wooster City School District

Generative AI Guidelines

Introduction and Vision

Purpose: The rapid development of generative artificial intelligence (GenAI) presents both immense opportunities and challenges for the education sector. Recognizing the continuous evolution of this technology, these guidelines serve as a living document that will be reviewed and updated periodically. It outlines our district's strategy for engaging with GenAI tools in an ethical, safe, and learner-centric manner.

Our Vision: We believe that the responsible use of AI should strengthen the qualities we seek to develop in every student. We aim to empower students to develop proficiency in vital future competencies, moving beyond simple consumption to become resourceful innovators.

Guiding Principles

- **Learning-First:** AI use must enhance, not replace teaching and learning.
- **Human Agency:** Educators and students remain responsible for decision-making, critical thinking, and final work products.
- **Transparency:** The use of AI must be clearly disclosed whenever it makes a meaningful contribution to work or the learning process.
- **Safety, Security & Privacy:** Protecting student data is paramount. We adhere strictly to FERPA and COPPA regulations. No personally identifiable information should be input into AI tools.
- **Academic Integrity:** AI should augment the learning process, not undermine it. Students must produce authentic work that demonstrates their own understanding. AI use must align with district expectations for originality, honesty, and ethical conduct.

Core Values

- **Critical Thinking:** Students must evaluate AI-generated content with a discerning eye, questioning biases, verifying accuracy, and making informed decisions rather than accepting outputs as fact.

- **Growth Mindset:** We view AI as a tool to support lifelong learning and skill acquisition. Students use feedback from AI to improve their work, viewing challenges in "prompt engineering" as opportunities to learn.
- **Equitable Learning:** We are committed to providing equitable opportunities for engagement with AI for all students. We will critically evaluate tools to mitigate risks of bias and ensure accessibility.
- **Grit/Resilience:** Mastering AI tools requires persistence. Students demonstrate resilience by iterating on prompts, troubleshooting errors, and problem-solving when technology does not yield the desired result immediately.
- **Responsibility:** We apply AI ethically and responsibly, respecting privacy, intellectual property, and the broader impact of AI on society.
- **Social/Emotional Learning:** We recognize that certain educational roles—like building relationships and motivating students—are best served by humans. AI should support, not replace, the human connection essential for social and emotional growth.

Understanding Generative AI

What is Generative AI?

Generative Artificial Intelligence (Gen AI) refers to a category of AI systems capable of synthesizing new content—including text, imagery, media, and code—in response to user prompts. These systems operate using complex machine learning frameworks trained on extensive datasets, which encompass vast segments of the public internet and existing digital content. A prominent subset of this technology, Large Language Models (LLMs), is specifically engineered to interpret and generate human language. These models serve as the foundation for applications that allow students and educators to customize content based on specific inputs. While these tools yield sophisticated outputs, they possess inherent limitations dictated by the quality of user prompts and the scope of their training data. For the purposes of this document, references to Gen AI include tools such as Magic School AI or Google Gemini. [1,2]

General Use Guidelines

Data Privacy & Safety

To ensure data privacy, safety, and equitable access, the use of Generative AI within the district is currently limited to a specific set of vetted platforms. These tools have been selected because they balance high-value educational features with strict adherence to student data privacy laws (FERPA/COPPA) and Ohio Senate Bill 29 (Student Data Privacy Act).

Keep Data Private

- **Prioritize Enterprise Tools:** Students and staff should use enterprise-level Generative AI tools provided by the District. These tools are configured with commercial data protection standards and operate within our secure network environment.
- **Consumer Tool Restrictions:** If staff members elect to use consumer-based AI platforms (e.g., free versions of ChatGPT, Claude, or Co-Pilot), they must strictly adhere to a **Zero-Trust Policy**.
- **Zero-Trust Policy:** Never input personal, sensitive, or confidential data into any non-enterprise system. Treat these platforms as public spaces; assume any data entered may be used to train the model and could potentially be retrieved by others.

Scope of Approved Tools

Magic School AI (Primary Tool)

Rationale: Magic School AI is designed specifically for "learning-first" interactions. Unlike open-ended chatbots, it offers structured "rooms" and tools (like "Magic Student") that scaffold the writing and thinking process, helping students overcome the "blank page" problem without doing the work for them. The district holds a Data Privacy Agreement with Magic School AI. The platform is FERPA and COPPA compliant and

utilizes a ‘Zero Data Retention’ policy for AI processing. Student inputs are processed but not stored by third-party LLM providers to train their models.

Google NotebookLM: Research and Analysis Tool (Open for 11th and 12th grade students or upon teacher request)

Rationale: NotebookLM is a research tool that functions as a personalized AI collaborator. Unlike traditional generative AI that pulls data from the internet, NotebookLM operates within a closed-source environment where it is grounded in the documentation that the user uploads. This significantly reduces the risk of false information or hallucinations because the AI is restricted to analyze and synthesize only the provided material. It can generate summaries, answer complex questions about specific datasets and help students organize thoughts without the tool creating external content. For K-12 education domains, Google classifies NotebookLM as a Core Service under the Google Workspace for Education Terms of Service. This classification ensures that student data is not used to train Google’s AI models, is not reviewed by human reviewers, and is not used for advertising targeting.

Google Gemini (Open for 11th and 12th grade students or upon teacher request)

Rationale: As our core digital ecosystem, Google Workspace integration allows students to learn AI literacy within the familiar environment of Docs, Slides, and Drive. Gemini prepares students for modern workflows where AI is an embedded productivity partner rather than just a separate chatbot. All chat history is held for 18 months in the user account and is unable to be deleted prior to the retention period. For K-12 education domains, Google classifies Gemini as a Core Service under the Google Workspace for Education Terms of Service. This classification ensures that student data is not used to train Google’s AI models, is not reviewed by human reviewers, and is not used for advertising targeting.

Brisk Teaching: Feedback and Grading Assistant

Rationale: Brisk Teaching is primarily used by staff to provide high-quality, targeted feedback at scale. Its "Inspect Writing" feature allows teachers to view a video replay of a student’s revision history, shifting the focus from "catching AI cheating" to understanding the student's actual writing process. The district holds a Data Privacy

Agreement with Brisk Teaching. This agreement explicitly guarantees that student data—including essays and feedback—is never used to train Brisk's AI models. Furthermore, all student data remains the property of the district and is subject to strict retention policies, ensuring that inactive accounts and associated data are automatically deleted to minimize exposure.

Canva: Embedded AI Tools

Rationale: Canva is an industry-standard tool for visual communication. Its embedded AI tools ("Magic Studio") allow students to iterate on design concepts, generate original imagery, and edit visual media, fostering creativity and digital design fluency. The district holds a Data Privacy Agreement with Canva for Education and users are protected by Canva Shield, a suite of enterprise-grade safety tools. This ensures that student data is not used to train Canva's AI models and includes automated moderation to prevent generation of inappropriate content.

Review for Accuracy and Bias

Users must responsibly review all content generated by AI tools. Because Generative AI models predict patterns rather than retrieve facts, they are prone to "hallucinations"—generating information that sounds plausible and authoritative but is factually incorrect. Additionally, AI models are trained on vast datasets. Users must critically audit all outputs to ensure they are accurate, objective, and do not perpetuate bias.

Student Guidelines

Our approach to student AI usage is grounded in **ISTE Standards for Students**, ensuring technology is used to empower learners rather than automate their thinking.

Alignment with ISTE Standards

- **Digital Citizen:** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world.

    - *Application:* Students must use AI ethically, respecting intellectual property and privacy.
- **Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences.
    - *Application:* Students act as critical evaluators, verifying AI "hallucinations" and checking for bias rather than accepting outputs as fact.
- **Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
    - *Application:* AI is used as a brainstorming partner or prototyping tool to enhance creativity, not replace the design process

General Expectations

- Students may only use AI tools when permitted by their teacher and in alignment with assignment expectations.
- AI may be used to support learning (e.g., brainstorming, outlining, feedback, practice), but final submissions must demonstrate the student's own understanding.
- Students may not submit AI-generated work as their own without disclosure.
- All AI-generated content must be reviewed for accuracy, bias, and relevance.

Google Workspace

- When appropriate, all digital work must be completed using Google Docs, Sheets, Slides, etc. Copying and pasting from another document without discussion with your teacher could be flagged as plagiarism.

Developmentally Appropriate Use

- Elementary and Middle Grades: AI experiences should be teacher-guided, modeled, and focused on understanding what AI is and how it works.
- Secondary Grades: With teacher permission, students may engage more independently with approved AI tools for learning purposes.

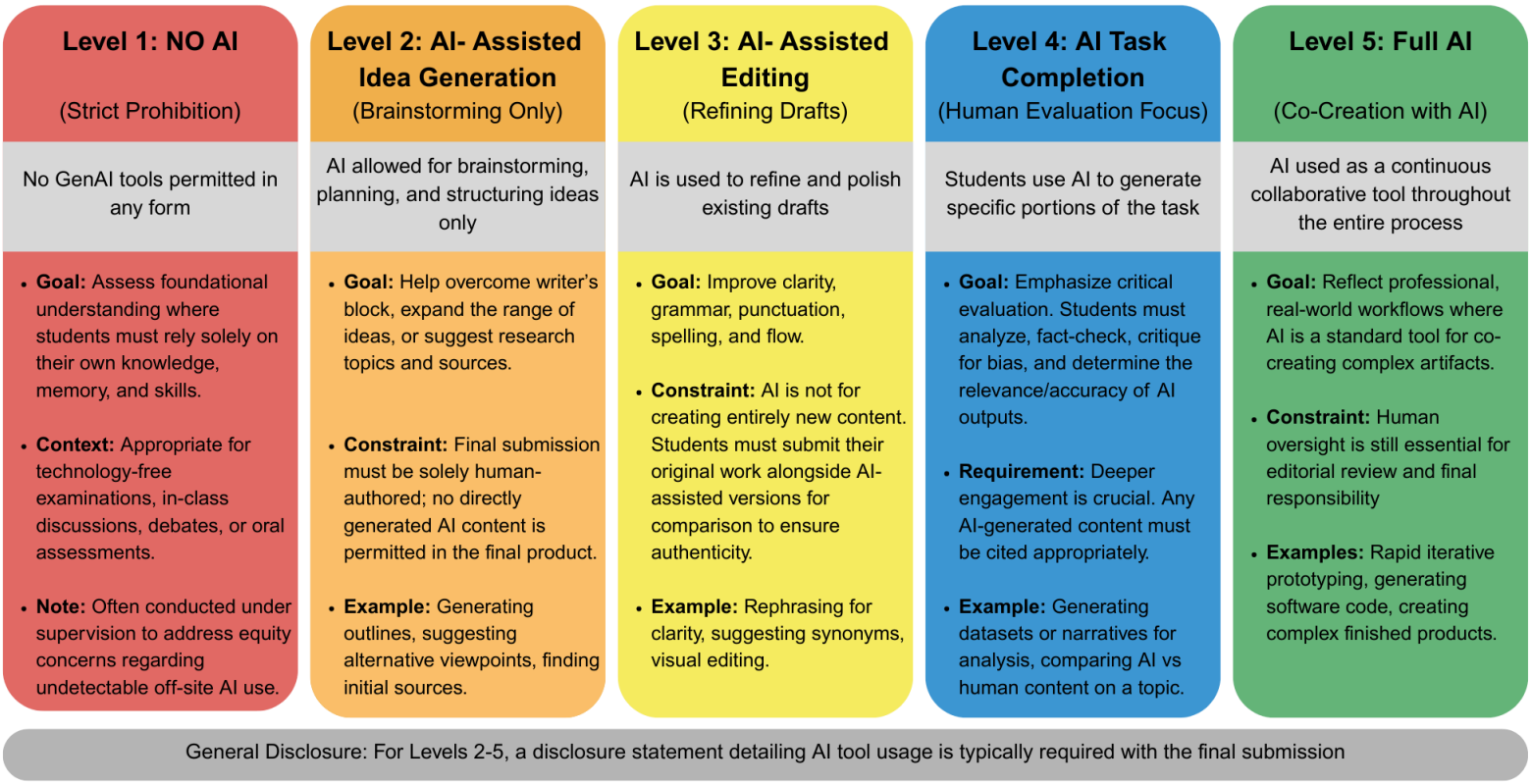
Prohibited Student Uses

- Entering personally identifiable or sensitive information into AI tools
- Using AI tools to cheat, plagiarize, or bypass learning
- Using non-approved tools on school devices or networks
- Generating harmful, inappropriate, or unlawful content

AI Usage Continuum

Based on the research by Perkins, Furze, Roe, and MacVaugh (2024), our district is adopting an "AI Usage Continuum" to move beyond a simple ban-or-allow approach toward a more nuanced, educational framework for Generative AI. This continuum, adapted from the *AI Assessment Scale (AIAS)*, utilizes a five-level scaffold that ranges from "No AI" (where students rely solely on their own knowledge) to "Full AI" (where AI acts as a co-pilot for collaborative creation). By implementing this scale, our goal is to eliminate confusion regarding academic integrity by providing clear, assignment-specific transparency for students and teachers. Furthermore, this approach allows us to integrate emerging technologies into our K-12 curriculum, ensuring students develop critical AI literacy and evaluation skills necessary for their future careers while preserving the fundamental value of independent human thinking.

Student AI Usage Continuum



Adopted by Wooster City Schools from the work of Dr Mike Perkins, Dr. Leon Furze, Dr Jasper Roe, and Dr Jason MacVaugh. Link to original work: https://arxiv.org/abs/2312.07086

Transparency

Academic integrity relies on honesty and clarity regarding the creation of student and staff work. To maintain this standard, **if a teacher does not explicitly state the permitted level of AI use for a specific assignment, students must assume that no Generative AI tools are permitted.** While Generative AI is a powerful aid for learning and efficiency, it is essential that machine-generated output is not presented as original thought. Students and staff are required to disclose the use of Generative AI whenever it significantly shapes the development, structure, or final content of a resource or work. Whether the tool was utilized for initial ideation, structural outlining, or refining prose, proper attribution allows educators to accurately assess understanding and ensures that the author maintains full ownership of the final product.

Citation and Disclosure of AI Use

Expectations for citation or disclosure of AI use may vary by assignment and should be clearly defined by the teacher. For formal academic work (e.g., research papers or essays), full citation of AI assistance may be required. For less formal tasks (e.g., brainstorming, drafting emails, or outlining ideas), a brief disclosure may be sufficient. When disclosure or citation is required, students should identify the nature and extent of the AI's contribution, the specific tool used, and the date of use, following the teacher's designated style guide (e.g., MLA, APA).

Citation Examples

MLA Style (Modern Language Association)

Format: "Prompt text." *Name of Tool*, Version, Company, Date of generation, URL.

Example: "Explain the impact of the printing press on literacy rates." *Google Gemini*, Google, 12 Oct. 2025, gemini.google.com.

For more details on MLA citation with AI visit https://style.mla.org/citing-generative-ai/

APA Style (American Psychological Association)

Format: Company. (Year, Month Day). *Name of Model* [Large language model]. URL.

Example: Google. (2025, October 12). *Gemini* [Large language model]. https://gemini.google.com.

For more details on APA citation with AI visit https://apastyle.apa.org/blog/cite-generative-ai-references

General Disclosure Statement

For assignments where a formal bibliography is not required, a disclosure statement should be appended to the final product.

Example: "Throughout the creation of this project, I used **Magic School AI** to help summarize background research articles and **Google Gemini** to check my final bibliography for formatting errors."

Consequences for Improper Use

The responsible use of Generative AI is intended to strengthen student proficiency and innovation. However, the unauthorized or unethical use of these tools undermines the learning process and violates the district's core principles of academic integrity.

Standards for Academic Integrity

In accordance with Board Policy 5500, the district maintains high expectations for personal standards of honesty.

Definition of Misconduct: Presenting AI-generated results as one's own work without explicit teacher authorization is classified as a form of plagiarism and academic dishonesty.

Default Prohibition: In the absence of clear instructions from the educator regarding the permitted level of AI engagement, students must operate under a "No AI" (Level 1) assumption.

Handbook Alignment: Students are strictly required to refer to their specific Building Student Handbooks for detailed academic integrity clauses and the full scope of local disciplinary procedures.

Disciplinary Framework

Misuse of AI tools will be addressed through the district's existing code of conduct, with a focus on accountability and, where appropriate, restorative practices.

Category	Description of Potential Consequences

Instructional Response	Teachers, in consultation with building Principals, are authorized to apply consequences that are fair and developmentally appropriate to the circumstances.
Academic Penalties	Significant violations may result in a failing grade for the assignment or removal from the course with a failing grade.
Leadership & Recognition	Confirmed dishonesty may lead to removal from student leadership positions, loss of membership in honor organizations, or the elimination of honors recognition.
Communication	Parents shall be contacted as soon as practicable to report alleged acts of academic dishonesty.

Teacher Discretion

The use cases for misuse described in this document and related policies are not exhaustive. As technology evolves, new forms of academic dishonesty may emerge. The final determination of what constitutes a violation—and the severity of the resulting consequence—remains at the professional discretion of the teacher and building principal, based on the specific circumstances of the situation and the student.

Staff Guidelines

Just as we expect students to use AI to enhance—not replace—their learning, staff are expected to use AI to enhance—not replace—their professional judgment. We view AI as **an augmentation of, not a substitute for, professional expertise**. While AI can assist with drafting and analysis, the final evaluation of all student work and communication remains the sole responsibility of the educator.

Responsibility	Expectation
Supervise Student Access & Safety	• **Gatekeeper of Tools:** Ensure students only access **District-Approved AI Tools** (Google Gemini, Magic School AI, Brisk Teaching, Canva). • **Continuum Clarity:** When appropriate for the assignment, clearly communicate the **AI Usage Continuum Level** (1-5) so students know exactly where the boundary lies between "cheating" and "co-creation." You can use the following Google Docs Add-on to add continuum levels to your assignments- students can install this as well! WCS AI Continuum
Prioritize Data Privacy	• **Protect PII:** Never enter Personally Identifiable Information (PII)—such as student names, ID numbers, or IEP details—into any public AI tool, and prioritize use of enterprise AI tools for use. • **Vendor Compliance:** Do not use unvetted "free" AI tools with students. Only tools with a signed, SB 29-compliant Data Privacy Agreement are permitted for student use.
Model Responsible & Transparent Use	• **Educator-Driven Oversight:** Use AI to enhance, not replace, your professional expertise. You are the final authority responsible for the accuracy of all content. • **Disclosure:** Model the behavior we expect from students. If you use AI to generate a newsletter, lesson resource, or slide

	deck, briefly disclose it (e.g., *"Images generated by Canva Magic Studio"*).
Grading & Feedback	• **Human Review:** While AI can assist in drafting rubrics or suggesting feedback, teachers must review all outputs. **AI should never be the sole determinant of a student's grade**.
Instructional Integrity	• **Augment, Don’t Replace:** Ensure AI-generated content does not replace High-Quality Instructional Materials. AI is a supplement for differentiation and engagement, not a substitute for the core curriculum.

Instructional Planning

In alignment with our guiding principle of Human Agency, educators remain the central decision-makers in the classroom. Staff may utilize AI tools to assist in lesson planning, content creation, and developing assessments. However, these tools are meant to serve as an extension of the teacher's expertise, designed to enhance the delivery of our Board-approved curriculum. AI-generated materials must never replace the adopted curriculum, district standards, or the critical pedagogical judgment of our educators. Staff are expected to thoroughly vet all AI-generated instructional content for alignment, accuracy, and appropriateness before use.

Google Workspace

When appropriate, staff should design assignments that require students to draft and edit their work directly within the Google Workspace ecosystem (Docs, Slides, Sheets). By avoiding external copy-pasting, teachers can utilize built-in verification tools like Version History and Brisk Teaching’s "Inspect Writing" feature to view the student's editing process, ensuring authenticity and providing insight into their workflow.

Staff Use of AI for Personal Productivity

For planning and administrative tasks (e.g., lesson planning, email drafting, data formatting), staff are encouraged to use District-Approved Tools to ensure maximum data protection.

Non-Approved Tools: If staff choose to use non-vetted tools (e.g., a personal ChatGPT account) for productivity, they must not input any student data, district proprietary information, or parent communications.

AI Detection Software

AI detection tools should **not** be used to evaluate student work due to significant concerns regarding their accuracy and fairness. Studies have consistently shown that these tools are unreliable, often failing to distinguish between human-written and AI-generated text, and their effectiveness drops even further when students use simple techniques to evade detection. Furthermore, these tools demonstrate a severe bias against non-native English speakers, frequently flagging their original writing as AI-generated while correctly identifying native speakers. Given the high risk of false accusations and the potential for bias, relying on such software undermines the educational environment and should be avoided in favor of human evaluation and conversation. For more guidance on AI Detectors please check out the following resource: Guidance- AI Detectors

AI Integration

Effective AI integration is intentional, not accidental. If you would like to use AI in the classroom and are in need of assistance, submit a Tech Request through the Staff Intranet or reach out to your building Technology Integration Coach (TRT). It is recommended that you look to build your own AI Literacy through professional development opportunities and classroom coaching models to explore the benefits and limitations/concerns of AI tools.

College Board

The College Board emphasizes that while Generative AI tools offer new avenues for exploration and support, they must be used ethically and intentionally to enhance—not replace—student learning and analysis. Their policies vary significantly by course; for example, AI tools are categorically prohibited in AP Art and Design, yet are permitted as optional aids for brainstorming and debugging in courses like AP Computer Science Principles and AP Capstone, provided strict authenticity checkpoints are met. Because these guidelines are nuanced and subject to change (such as the specific "checkpoints" required for AP Seminar and Research), we strongly encourage all teachers to review the official guidance directly on AP Central or reach out to the College Board for specific clarifications to ensure your classroom practices remain compliant.

Resources & Acknowledgements

[1] IBM. “What is Generative AI?” *IBM*, **www.ibm.com/think/topics/generative-ai.**

[2] Lončarić, Monika. “LLM vs. GenAI: Key differences, examples, and uses explained.” *Infobip*, 2 Dec. 2025, www.infobip.com/blog/large-language-models-vs-generative-ai.

ISTE Standards for Students: https://iste.org/standards/students

The AI Assessment Scale: https://arxiv.org/abs/2312.07086

AI Task Force

These guidelines were developed through the collaborative efforts of a dedicated **AI Task Force** composed of students, teachers, and staff members. To ensure our guidance reflects the most current and effective practices in education, the Task Force utilized **NotebookLM** as a primary research and reference tool to analyze and compare AI policies from several leading school districts.

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Generative AI tools were utilized to assist in the structuring and refining of these guidelines. While these tools helped organize information and enhance the clarity of the text, the final version was reviewed and adapted to align with the specific goals and policies of the Wooster City School District.

District Policies and Resources

Policy 5500- Student Conduct

Policy 7540.09- Artificial Intelligence

Policy 7540.03- Student Technology Acceptable Use and Safety

Policy 7540.04- Staff Technology Acceptable Use and Safety