

Hershorin Schiff Community Day School Artificial Intelligence Use Policy

PreK–8 | Sarasota, Florida

Executive Summary

Hershorin Schiff Community Day School (CDS) is committed to preparing students to be thoughtful, ethical citizens of a world increasingly shaped by artificial intelligence. This policy establishes expectations for the responsible, equitable, and educationally purposeful use of AI tools across our PreK–8 community.

At CDS, AI is viewed as a tool that can support learning, spark curiosity, and extend what students and teachers can accomplish, but should not be a replacement for independent thought, creativity, or the human relationships at the heart of our school.

This policy is a living document. It will be reviewed annually and updated as AI tools evolve, as our community's experience grows, and as state and national guidance develops. It is grounded in four pillars:

- Student safety and data privacy
- Academic integrity and authentic learning
- Educator professional judgment and leadership
- Transparency and community trust

This policy applies to all students, faculty, and staff of CDS and is intended to complement, not replace, existing policies on technology acceptable use, academic integrity, and bullying/cyberbullying as set forth in the CDS Parent/Student Handbook.

Section 1: Purpose and Scope

1.1 Purpose

The purpose of this policy is to:

- Establish clear, accessible expectations for how AI tools may be used by students, faculty, and staff at CDS
- Protect student privacy and ensure compliance with applicable federal and state law
- Preserve academic integrity and support the development of genuine student skills
- Empower educators to make informed, professional decisions about AI in their classrooms
- Create a foundation for ongoing learning, dialogue, and policy refinement as the AI landscape evolves

1.2 Scope

This policy applies to:

- All students enrolled at CDS (PreK–8)
- All faculty, administrators, and staff employed by CDS
- Any AI tool used on CDS devices, CDS networks, or in connection with CDS coursework or activities, whether on campus or off

This policy supplements the Technology Acceptable Use Policy, Chromebook Contract, Academic Integrity (Plagiarism) Policy, and Harassment/Bullying (including Cyberbullying) Policy found in the CDS Parent/Student Handbook. In any case of conflict, the more specific provision applies.

1.3 Definition of Artificial Intelligence

For purposes of this policy, “artificial intelligence” (AI) refers to any software, application, or tool that uses machine learning, natural language processing, image generation, or similar technologies to generate text, images, audio, code, or other content in response to user input. This includes, but is not limited to, generative AI chatbots, AI writing assistants, AI image generators, and AI-powered tutoring platforms.

This policy does not govern the use of standard spell-check, grammar-check, or accessibility tools (e.g., text-to-speech, screen readers) that are not generative in nature.

Section 2: Guiding Principles

CDS’s approach to AI is shaped by its mission—to develop students who demonstrate integrity (tzedek), academic excellence (limud), and a desire to improve the world (tikkun olam)—and by guidance from the Florida AI Task Force, which identifies key areas for school administrators: policy integration, policy safeguards, and data privacy safeguards.

Our use of AI will be guided by the following principles:

Privacy and Safety

Student privacy is non-negotiable. No personally identifiable information (PII) about students may be entered into any AI tool not explicitly approved by CDS administration. All approved AI tools must be compliant with FERPA, COPPA, and Florida student data privacy requirements. Student safety is always the first consideration.

Human Agency and Independent Thinking

AI tools should support—never replace—the development of students’ own critical thinking, creativity, and voice. Over-reliance on AI undermines the very skills our students need for lifelong success. Students are expected to engage genuinely with their learning, and educators are expected to design experiences that require and reward authentic student thinking.

Transparency and Honesty

When AI is used in schoolwork, that use must be disclosed as directed by the teacher. Representing AI-generated content as one’s own original work, without appropriate acknowledgment, is a form of academic dishonesty governed by existing CDS policy. Transparency about AI use builds the integrity skills central to our Kavod Code.

Equity and Inclusion

AI tools should be used in ways that expand opportunity and support all learners, including those with different learning profiles, language backgrounds, and levels of technology access. AI should never be used in ways that reinforce bias, stereotype, or create unfair advantages. Educators should be thoughtful about the limitations of AI—including the potential for inaccurate outputs and embedded bias—and teach students to critically evaluate AI-generated content.

Educator Leadership

Teachers are the professional decision-makers in their classrooms. This policy provides a framework; within that framework, educators have the authority and responsibility to determine how AI may and may not be used in their specific classroom contexts. Teacher judgment governs.

Section 3: Approved AI Tools

3.1 Student Use

Students may only use AI tools that have been expressly approved by CDS administration.

3.2 Educator Use

Faculty and staff are not restricted to a single AI tool and may use a broader range of AI applications to support their professional work, including lesson planning, differentiation, assessment design, and administrative tasks. However, educators must:

- Never enter student PII into any AI tool that is not an approved, FERPA-compliant school tool
- Exercise professional judgment about the accuracy and reliability of AI-generated content before using it with students
- Model transparent and ethical AI use for their students

3.3 Tool Approval Process

Any faculty or staff member wishing to use a new AI tool with students must submit a request to the Library, Media, and Technology Coordinator and the relevant program director for review. Considerations include data privacy compliance, age-appropriateness, educational value, and alignment with school values. Students may not be directed to use a new tool until it has received administrative approval.

Section 4: Student AI Use Policy

4.1 The Acceptable Use Scale

CDS uses a five-level scale to communicate expectations for AI use on specific assignments. This scale gives teachers flexibility while ensuring students always understand what level of AI engagement is appropriate for a given task. Teachers will indicate the applicable level on assignment instructions.

Level	Label	Description	Example
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0	No AI	This assignment must be completed entirely without AI assistance.	A handwritten first draft; an in-class essay; a math test.
1	AI for Research Only	AI may be used to find or summarize information, but all writing and analysis must be your own.	Using AI to get a plain-language summary of a primary source before writing your own analysis.
2	AI as a Starting Point	AI may help you brainstorm or outline, but the final work must reflect your own thinking and voice.	Asking AI to suggest possible thesis statements, then choosing and developing one in your own words.
3	AI-Assisted with Disclosure	AI may be used in completing the assignment; you must document how you used it.	Using AI to translate a Supreme Court ruling into simpler language, then writing a reflection comparing the AI summary to your own reading of the case.
4	AI as a Collaborative Tool	AI is a full partner in this task. Demonstrate your ability to prompt, evaluate, and refine AI output.	Working with AI to produce a polished presentation, documenting your prompts and explaining the choices you made in directing and editing the output.

Default Rule: When a teacher does not specify a level, the default is Level 0 (No AI). Students should never assume AI use is permitted if it has not been explicitly stated.

4.2 Disclosure Requirements

For any assignment designated Level 3 or Level 4, students must include an AI Disclosure Statement with their submitted work. The disclosure should describe:

- Which AI tool was used
- How it was used (e.g., brainstorming, summarizing, drafting, translating)
- What the student did independently to evaluate, revise, or build upon the AI output

Teachers may provide a specific disclosure format or template. In the absence of a template, a brief written statement is sufficient. The goal is honesty and reflection, not bureaucracy.

APA Citation Format Example:

- AI Company Name. (year, month, day). *Title of chat in italics* [Description, such as Generative AI chat]. Tool Name/Model. URL of the chat

Teachers may provide students with their own format requirements.

4.3 Grade-Level Considerations

PreK–2: Educator-Supervised Use Only

Students in PreK through Grade 2 may engage with AI tools only under the direct, active supervision of a CDS educator. The educator guides the interaction and uses it as a teaching moment. Students at this level do not use AI tools independently. The focus is on building foundational literacy about what AI is and how it works.

Grades 3–8: Guided and Independent Use

Students in Grades 3–8 may use approved AI tools independently in accordance with the Acceptable Use Scale and teacher direction. Expectations for independent, responsible use increase progressively across grade levels. Teachers in Grades 3–5 should provide more scaffolding and guidance; teachers in Grades 6–8 may assign more open-ended AI-integrated tasks.

4.4 Prohibited Student Uses

Regardless of grade level, the following uses of AI are prohibited:

- Using any AI tool not approved by CDS for school-related work
- Submitting AI-generated content as your own original work without disclosure, when disclosure is required
- Using AI to complete a Level 0 assignment
- Entering the name, personal information, or academic records of any other student, teacher, or staff member into an AI tool
- Using AI to harass, bully, impersonate, create deepfakes of, or generate harmful content about any person, including students, staff, or community members
- Using AI to circumvent GoGuardian or other school monitoring and filtering systems
- Using AI to generate content that violates any other CDS policy (e.g., inappropriate, violent, or sexual content)

Section 5: Educator AI Use Policy

5.1 Professional Use

CDS supports and encourages educators to use AI tools thoughtfully to enhance their professional practice. Appropriate professional uses include:

- Designing driving questions, project frameworks, and creative prompts for project-based learning
- Differentiating instructional materials and leveling texts for diverse learners
- Generating formative assessment ideas, rubric drafts, and feedback templates
- Summarizing and synthesizing professional development resources
- Supporting conference preparation, including capturing action items and drafting success plan templates (using secure, approved tools only)
- Providing writing conference assistance and math coaching prompts for students (within approved platforms)

Educators are expected to review and professionally evaluate any AI-generated content before using it with students, and to be transparent with students when classroom materials were developed with AI assistance.

5.2 Classroom Assignment Design

When assigning work, educators must:

- Clearly indicate the Acceptable Use Level (0–4) on all assignments where AI use could be a reasonable consideration
- Design assessments that promote genuine student thinking and cannot be satisfied by AI output alone
- Approach suspected AI misuse with curiosity before accusation—have a conversation with the student first. AI detection tools are unreliable and should not be the sole basis for an academic integrity determination.
- Teach students how to use AI responsibly as part of developing 21st-century skills

5.3 Data Privacy Obligations

Educators bear particular responsibility for student data privacy. Educators must:

- Never enter student PII (including names, ID numbers, grades, learning profiles, or behavioral records) into any external, non-approved AI tool
- Use only CDS-approved platforms when AI tools interact with student data
- Direct students to use only approved tools
- Promptly report any suspected data privacy incident to the Library, Media, and Technology Coordinator

Section 6: Data Privacy and Legal Compliance

6.1 Vendor Requirements

Any AI tool approved for student use at CDS must:

- Execute a Data Processing Agreement (DPA) with CDS prior to deployment
- Agree not to sell, share, or use student data for advertising or non-educational purposes
- Comply with FERPA, COPPA, and applicable Florida student data privacy laws
- Provide transparency about how student data is stored, retained, and deleted

6.2 Student and Staff Obligations

Students and staff must:

- Never input student PII into any AI tool without administrative authorization
- Use strong, unique passwords for all AI platforms and never share login credentials
- Report any suspected data breach, unauthorized access, or privacy concern to the Library, Media, and Technology Coordinator immediately

Section 7: Academic Integrity

7.1 Relationship to Existing Policy

The use of AI in ways that misrepresent student work is a form of academic dishonesty governed by CDS's existing Plagiarism Policy (Parent/Student Handbook). The same principle

applies: students must not present as their own work any work that was substantially produced by another source, including an AI tool without appropriate acknowledgment.

The Acceptable Use Scale (Section 4.1) is the primary mechanism for setting clear, assignment-specific expectations. When a teacher designates Level 0, submitting AI-generated work is equivalent to submitting work that is not one's own. When a teacher designates Level 3 or 4, disclosure transforms AI use from a potential violation into a demonstration of skill.

7.2 Copyright and Originality

Students and educators should be aware that the copyright status of AI-generated content is evolving. When AI-generated or AI-assisted content is used or published, CDS recommends:

- Clearly identifying which portions of a work were AI-generated
- Not claiming copyright over purely AI-generated content
- Ensuring that AI-generated content does not reproduce copyrighted source material without appropriate attribution

Educators should discuss these considerations with students at grade-appropriate levels.

7.3 Consequences for Violations

Violations of this AI Use Policy, including prohibited AI use or failure to disclose AI use as required, are subject to the same progressive discipline procedures applicable to other academic integrity violations under the CDS Plagiarism Policy and Disciplinary Procedures (Parent/Student Handbook). The level of response will depend on the nature of the violation, the student's grade level, and whether the violation was intentional.

CDS will approach suspected AI misuse with due process. Because AI detection tools can produce false positives, no student will face discipline based solely on the output of an AI detection tool. Teachers will have a conversation with the student first.

Section 8: AI Literacy and Professional Development

8.1 Student AI Literacy

CDS is committed to developing a K–8 AI literacy scope and sequence that teaches students to understand, use, and critically evaluate AI tools as responsible digital citizens. AI literacy instruction will be led by STEM faculty (with support from all classroom teachers) and will address:

- What AI is and how it works (at age-appropriate levels)
- How to evaluate AI output for accuracy, bias, and limitations
- Ethical questions around AI use, privacy, and fairness
- How to prompt AI effectively and document AI-assisted work
- The difference between AI assistance and AI replacement of one's own thinking

8.2 Educator Professional Development

CDS will provide structured professional development to ensure all educators can use AI tools effectively, ethically, and in alignment with this policy.

Educators who identify professional development needs related to AI are encouraged to bring those to their division director.

Section 9: Implementation and Enforcement

9.1 Roles and Responsibilities

Role	Key Responsibilities
Head of School	Policy approval; final authority on tool authorization; annual review oversight
Program Directors (Early Childcare Education, Elementary & Middle School)	Day-to-day policy enforcement; academic integrity determinations; faculty support; grade-level guidance
Library, Media & Technology Coordinator	Tool vetting and approval; data privacy compliance; technical support; GoGuardian administration; AI literacy curriculum coordination
STEM Faculty	Lead AI literacy curriculum implementation; peer support for other faculty
All Classroom Teachers	Setting assignment-level AI expectations; enforcing policy in their classrooms; modeling ethical AI use; completing required PD
Students	Following assignment-level expectations; disclosing AI use as required; protecting their own and others' data; using only approved tools

9.2 Monitoring and Enforcement

CDS uses GoGuardian to monitor student device activity and may block access to unapproved AI tools. Students who attempt to circumvent these controls violate both this policy and the existing Technology Acceptable Use Policy. All monitoring is conducted consistent with the terms of the existing CDS Technology Acceptable Use Policy.

Violations of this AI Use Policy are subject to the disciplinary procedures set forth in the CDS Parent/Student Handbook. The specific consequences depend on the nature and severity of the violation and will be handled by the relevant program director consistent with the school's Progressive Discipline Procedures.

9.3 Reporting Concerns

Any student, parent, or staff member who observes potential AI misuse or has concerns about AI tools being used in ways inconsistent with this policy should report those concerns to:

- The classroom teacher (first point of contact for academic integrity concerns)
- The relevant Program Director
- The Library, Media & Technology Coordinator

- The Head of School

Section 10: Policy Review and Amendment

AI technology is evolving rapidly. This policy is a living document and will be reviewed annually, no later than May of each school year, by the Head of School and relevant administrators. The review will consider:

- Changes in AI tools and capabilities
- Emerging state or federal guidance (including from the Florida AI Task Force and Florida DOE)
- Community feedback from faculty, students, and families
- Observed successes, challenges, and incidents from the prior year

Significant amendments will be communicated to the CDS community via the school's standard communication channels (Panther Press, Tuesday Tidbits, Blackbaud). This policy may be amended at any time to address emerging risks or opportunities, consistent with the Head of School's authority to revise school policies.

Appendix A: Quick Reference — Student AI Use

You MAY...	You MAY NOT...
• Use AI when your teacher says it's okay • Ask AI to explain something you don't understand • Use AI to brainstorm or research (at Level 1–2) • Use AI as a partner when assigned Level 3–4 • Ask your teacher if you're not sure what level applies	• Use AI tools other than those specifically approved • Submit AI-generated work as your own at Level 0 • Enter anyone else's personal information into any AI tool • Use AI to create deepfakes or to bully, harass, or impersonate anyone • Try to get around GoGuardian or school filters

Appendix B: Glossary

Term	Definition
Artificial Intelligence (AI)	Software that uses machine learning or similar methods to generate text, images, or other content in response to user input.
COPPA	Children's Online Privacy Protection Act. Federal law protecting the online privacy of children under 13.
Deepfake	AI-generated synthetic media (image, video, or audio) that falsely depicts a real person saying or doing something they did not say or do.

FERPA	Family Educational Rights and Privacy Act. Federal law protecting the privacy of student education records.
Generative AI	A category of AI that creates new content (text, images, code, etc.) based on patterns learned from training data.
GoGuardian	CDS's web filtering and monitoring tool for student Chromebook use.
Hallucination	When an AI tool generates false or fabricated information presented as fact.
PII	Personally Identifiable Information. Any data that can be used to identify a specific individual, such as name, student ID, date of birth, or academic records.