BENTONVILLE SCHOOLS AI GUIDE

WHERE EXCELLENCE LIVES



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Introduction

The integration of Artificial Intelligence (AI) into K-12 education is rapidly transforming learning environments nationwide, and Bentonville Schools are at the forefront of this exciting evolution. As a district committed to preparing students for a future shaped by advanced technology, Bentonville is actively exploring how AI can enhance educational experiences, streamline administrative tasks, and foster critical 21st-century skills.

This guide serves as a comprehensive resource for educators, parents, and students within the Bentonville Schools community, offering insights into the current and potential uses of AI, outlining best practices for responsible implementation, and addressing key considerations such as data privacy, equity, and ethical use. Our aim is to make sense of AI, empower our stakeholders with knowledge, and collectively navigate this transformative era to ensure that every Bentonville student is equipped to thrive in an AI-driven world.

Roles for AI in Education

Bringing AI into Our Schools: A Team Effort

For AI to actually make a difference in how our students learn and achieve, everyone needs to be at the table when we're rolling it out and using it. That means teachers—they're the ones in the classroom every day and know what kids really need. It means school leaders who are making the big decisions about how things run and where the money goes. And it definitely means policymakers, since they're setting the rules and deciding on funding. Most importantly, we've gotta include the students themselves because, at the end of the day, they're the ones using these tools. Getting all these perspectives together ensures that the AI we bring into our schools isn't just fancy tech, but something that genuinely helps our kids learn better and more fairly.

Superintendent



- Pushes Innovation
- Gives guidance
- Engages in policy
- Approves resources

Administrator



- Implements education requirements
- Supports teachers
- Communicates and provides guidance to families

TECH Director



- Provides technical expertise
- Deploys system to review software
- Authorizes permissions and access
- Ensures privacy, security, and legal compliance

Educator



- Follows policy
- Instructs student on proper use of AI in the classroom
- Promotes academic integrity and ethics
- Uses AI tools to support instruction

Learner

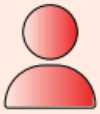


- Uses AI according to teacher instructions
- Explains use of AI tools in assignments
- Modifies AI output as instructed before final submissions.

Academic Integrity in AI

As AI becomes a bigger part of how we write—everything from research papers to news articles and even our daily emails—we really need to rethink what we mean by plagiarism and how we define academic honesty. It's just not realistic to brand all work done with AI help as "cheating." That's a pretty narrow view, especially as AI continues to change how we learn and teach. Instead, educators have to adjust their teaching styles and what they expect from students to fit this new reality.

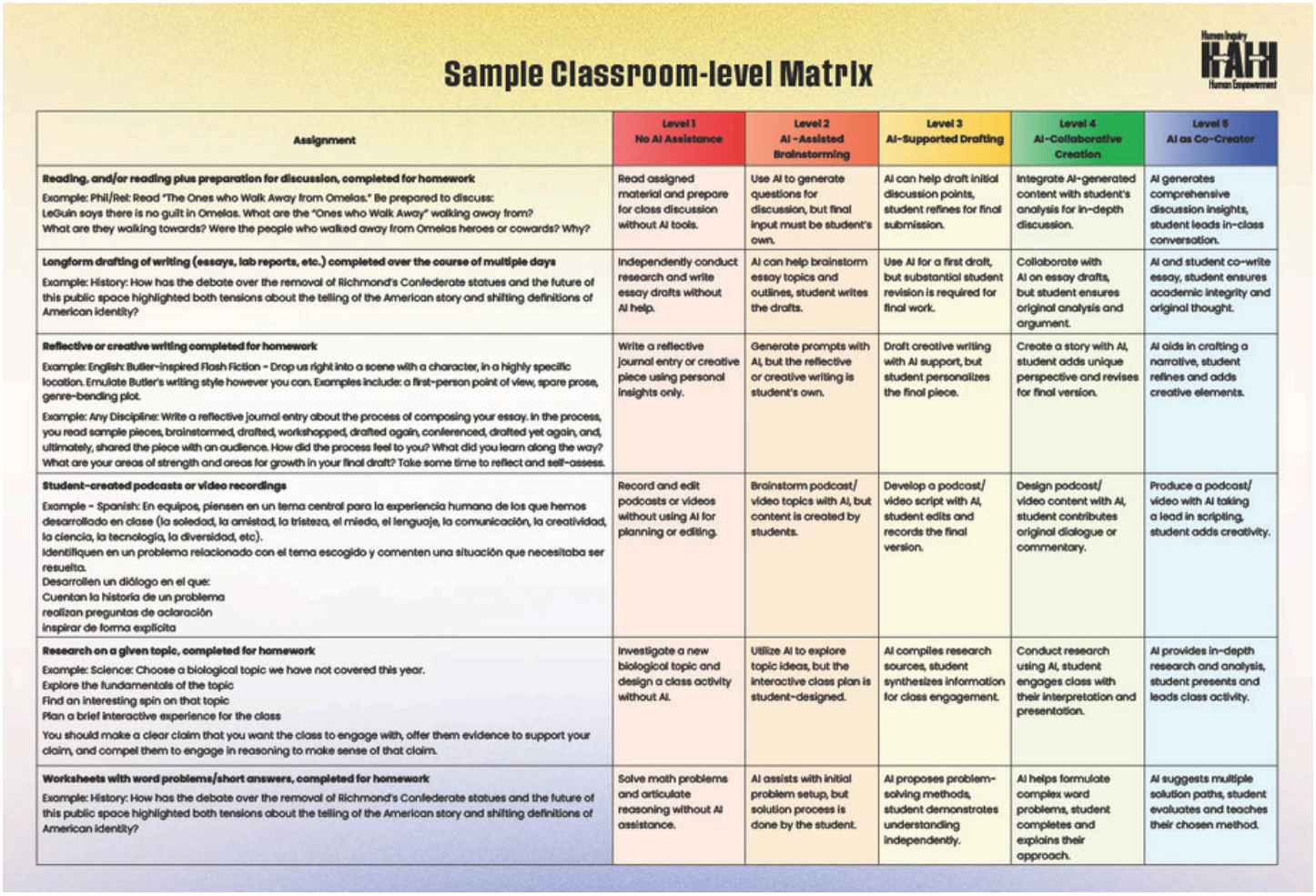
Here at Bentonville Schools we tackle this is by using something an AI Acceptable Use Rating Scale. This is a key part of our plan for bringing AI into the classroom. Its main goal is to get everyone on the same page about how we can and can't use AI.

Level 1 No AI Assistance	Level 2 AI -Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
				Human Inquiry HAH Human Empowerment
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

AI Example Matrix

The AI Example Matrix is set up as a helpful guide to assist teachers in bringing AI tools into their schoolwork in a way that improves learning and keeps students interested. This guide offers an organized way to include AI at different levels of difficulty and for various teaching goals. It covers everything from simply understanding and using basic AI tools to more complex tasks like analyzing information and creating things with AI.

Teachers can use and adjust this guide to carefully plan and build assignments. This makes sure students don't just learn about AI, but also use AI tools to help them learn. This method encourages students to really think about AI's role and effect in their work, while steadily building their skills in handling AI tools. By matching what an assignment aims to achieve with the guide's points, teachers can give students a clear plan, leading them through a step-by-step learning journey from first learning about AI to being skilled at using it and understanding what AI can and can't do in different situations. Teachers should feel free to make a copy of this guide and change it as needed to fit their own classroom and students.



Sample Classroom-level Matrix

Assignment	Level 1 No AI Assistance	Level 2 AI-Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
Reading, and/or reading plus preparation for discussion, completed for homework Example: Phil/Rel: Read "The Ones who Walk Away from Omelas." Be prepared to discuss: LeGuin says there is no guilt in Omelas. What are the "Ones who Walk Away" walking away from? What are they walking towards? Were the people who walked away from Omelas heroes or cowards? Why?	Read assigned material and prepare for class discussion without AI tools.	Use AI to generate questions for discussion, but final input must be student's own.	AI can help draft initial discussion points, student refines for final submission.	Integrate AI-generated content with student's analysis for in-depth discussion.	AI generates comprehensive discussion insights, student leads in-class conversation.
Longform drafting of writing (essays, lab reports, etc.) completed over the course of multiple days Example: History: How has the debate over the removal of Richmond's Confederate statues and the future of this public space highlighted both tensions about the telling of the American story and shifting definitions of American identity?	Independently conduct research and write essay drafts without AI help.	AI can help brainstorm essay topics and outlines, student writes the drafts.	Use AI for a first draft, but substantial student revision is required for final work.	Collaborate with AI on essay drafts, but student ensures original analysis and argument.	AI and student co-write essay, student ensures academic integrity and original thought.
Reflective or creative writing completed for homework Example: English: Butler-inspired Flash Fiction - Drop us right into a scene with a character, in a highly specific location. Emulate Butler's writing style however you can. Examples include: a first-person point of view, spare prose, genre-bending plot. Example: Any Discipline: Write a reflective journal entry about the process of composing your essay. In the process, you read sample pieces, brainstormed, drafted, workshopped, drafted again, conferenced, drafted yet again, and, ultimately, shared the piece with an audience. How did the process feel to you? What did you learn along the way? What are your areas of strength and areas for growth in your final draft? Take some time to reflect and self-assess.	Write a reflective journal entry or creative piece using personal insights only.	Generate prompts with AI, but the reflective or creative writing is student's own.	Draft creative writing with AI support, but student personalizes the final piece.	Create a story with AI, student adds unique perspective and revises for final version.	AI aids in crafting a narrative, student refines and adds creative elements.
Student-created podcasts or video recordings Example - Spanish: En equipos, piensen en un tema central para la experiencia humana de los que hemos desarrollado en clase (la soledad, la amistad, la tristeza, el miedo, el lenguaje, la comunicación, la creatividad, la ciencia, la tecnología, la diversidad, etc). Identifiquen en un problema relacionado con el tema escogido y comenten una situación que necesitaba ser resuelta. Desarrollen un diálogo en el que: Cuentan la historia de un problema realizan preguntas de aclaración inspirar de forma explícita	Record and edit podcasts or videos without using AI for planning or editing.	Brainstorm podcast/ video topics with AI, but content is created by students.	Develop a podcast/ video script with AI, student edits and records the final version.	Design podcast/ video content with AI, student contributes original dialogue or commentary.	Produce a podcast/ video with AI taking a lead in scripting, student adds creativity.
Research on a given topic, completed for homework Example: Science: Choose a biological topic we have not covered this year. Explore the fundamentals of the topic Find an interesting spin on that topic Plan a brief interactive experience for the class You should make a clear claim that you want the class to engage with, offer them evidence to support your claim, and compel them to engage in reasoning to make sense of that claim.	Investigate a new biological topic and design a class activity without AI.	Utilize AI to explore topic ideas, but the interactive class plan is student-designed.	AI compiles research sources, student synthesizes information for class engagement.	Conduct research using AI, student engages class with their interpretation and presentation.	AI provides in-depth research and analysis, student presents and leads class activity.
Worksheets with word problems/short answers, completed for homework Example: History: How has the debate over the removal of Richmond's Confederate statues and the future of this public space highlighted both tensions about the telling of the American story and shifting definitions of American identity?	Solve math problems and articulate reasoning without AI assistance.	AI assists with initial problem setup, but solution process is done by the student.	AI proposes problem-solving methods, student demonstrates understanding independently.	AI helps formulate complex word problems, student completes and explains their approach.	AI suggests multiple solution paths, student evaluates and teaches their chosen method.

[Clickable link to higher quality image]

Empowering our Community Through Training

To ensure all users feel confident and prepared, we are committed to providing robust training for all stakeholders—students, teachers, staff, and parents. This training will be ongoing and offered in various formats to meet the needs of our community, including synchronous (live workshops) and asynchronous (on-demand resources).

For Our Students: Ongoing instruction on features, capabilities, and our expectations for its use in the classroom will be provided by the instructor where available.

For Our Staff and Parents: We are pleased to offer our district staff and parents the opportunity to enroll in Brisk Academy.

We will continue to list training opportunities in this space as they become available.

Privacy, Security, and Confidentiality

When using GenAI tools, it is crucial to understand that any information provided whether through prompts entered by the user or AI-generated responses could potentially be used by companies to train their models. This includes personal details of students, families, employees, and any proprietary or confidential information belonging to Bentonville Schools. Assume that all information shared with a GenAI application will be used to train the model and could become accessible in the public domain. To safeguard privacy and maintain confidentiality, you should:

- Never input personally identifiable information or protected health information into GenAI tools.
- Never input confidential, sensitive or legally protected information into GenAI tools.
- Legally protected information would include, though is not limited to, information contained in a student's record; information that identifies students, employees, and other individuals; information contained in an employee's record; proprietary information; etc.
- Never input copyrighted material or proprietary Bentonville Schools intellectual property into GenAI tools.

Approved AI tools

Approved AI tools can be found in our **Ed Tech Catalog**.

Access to GenAI tools is governed by all relevant federal, state, and local laws (FERPA, COPPA, CIPA, etc.), along with District policy. At Bentonville Schools all technology tools, including those that leverage AI, are reviewed, approved, and listed in the BPS Ed Tech Catalog.

Guidance for Students

4.64—STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

> “Artificial Intelligence (AI) Tools” means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students may only use AI tools in the classroom **when specifically authorized by their teacher.** When students use their District user accounts, they are strictly limited to **District-approved, vetted tools** to maintain legal compliance and student safety.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district’s educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input. Students are prohibited from using any AI tools that **collect and employ user data to train or improve their underlying models.** The training of learning models is strictly limited to a classroom setting when it is part of the curriculum instruction on model training, and the model must be managed by the teacher (not utilizing external public data or services).

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and
3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:
- Gain unauthorized access to District systems; or
- Bypass District security measures;
- Using AI tools to produce **misleading, deceptive, or malicious** imagery or information about themselves, other students, or staff members. This includes outputs created with the intent to **harass, defame, impersonate, or falsely represent** an individual or the District.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District's disciplinary procedures.

Cross References: 4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Legal References: A.C.A. § 6-18-2601 et seq.

15 U.S.C. § 6501

20 U.S.C. § 1232g

34 C.F.R. Part 99

Date Adopted: 11/18/25

Last Revised: 10/31/25

Guidance for Licensed Personnel

3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI)" means Computer systems or applications that perform tasks typically requiring human intelligence, such as learning, problem-solving, and decision-making.

"AI Tools" means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning.

This policy governs the use of AI tools in classrooms, administrative functions, and decision-making processes by licensed employees and outlines the responsible and ethical use of integrated AI tools into teaching and administrative practices.

The use of AI tools by District licensed employees shall adhere to the following:

- **Only AI tools that have been thoroughly vetted and officially approved** via the district's application approval request ticket process are authorized for use. To submit a new tool for approval, please open a Helpdesk ticket at **helpdesk.bentonvillek12.org**;
- The use of AI tools by licensed employees shall adhere to District policy; State and Federal law; State rules; and federal regulations governing data privacy; and
- The use of AI tools shall operate in a manner that allows staff, students, and parents to have the opportunity to access information on how AI tools are integrated in teaching and learning within the district.
- Licensed employees retain professional discretion in determining when, where, and how AI tools are used to support instructional goals, provided such use aligns with approved tools and district policy.

Licensed employees may use AI tools to personalize learning, assist with lesson planning, and provide real-time feedback to students. AI tools shall serve as instructional supplements under the direction of licensed employees. Human judgment, creativity, and relational teaching remain integral to the educational process.

Licensed employees are responsible for helping students understand the boundaries of using AI tools in completing assignments. Licensed employees have full authority to determine the appropriateness, timing, and scope of student use of AI tools within their classroom, including the right to prohibit use when pedagogically justified. Students shall receive instruction on how content generated by AI tools should be:

- Reviewed for bias and inaccuracies; and
- Cited as a source, following District citation guidelines.

Any use of AI tools in the classroom shall be deployed in a way that considers equal access for all students, regardless of socioeconomic status, and shall not exacerbate inequalities. Licensed employees shall actively monitor AI tools for any signs of bias or inequitable treatment of students. Any AI tools that are used for student assessments shall be monitored for biases and regularly reviewed with the ultimate goal of impartiality. Automated writing evaluation and/or grading AI tools are required to provide feedback based on set learning indicators including, but not limited to: objectives, outcomes, goals, competencies, targets, success criteria, proficiency scales, rubrics, or other indicators. AI tools shall not be the sole basis for decisions that significantly affect students, such as assignment of grades.

District-licensed employees should diligently endeavor to monitor AI tool usage and verify that such use is aligned with the district's ethical guidelines and educational goals, to the best of their ability.

While AI tools may be used to assist with administrative tasks, such as lesson planning, scheduling, data analysis, and managing student records, final decisions impacting students or employees must involve human oversight. AI tools shall not be used as the sole or primary basis for evaluating licensed employees' performance, instructional effectiveness, or professional conduct.

Employees are responsible for their use of AI tools and for safeguarding sensitive information. Employees shall report any security incidents or potential data breaches immediately to a supervisor or the IT department.

Licensed employees may pilot innovative uses of AI tools to enhance learning outcomes, provided such experimentation is documented and shared with the district for review. Teachers shall not be penalized for responsible exploration of emerging technologies.

Licensed employees shall not be held personally liable for unintended outcomes resulting from the use of approved AI tools, provided such tools are used in good faith and in accordance with district guidelines.

Licensed employees are encouraged to conduct a pedagogical and safety review of AI tool usage and provide feedback that specifically recommends the adoption, modification, or discontinuation of AI tools within the District, based on considerations for educational effectiveness and student safety.

The failure to comply with this policy or a District policy governing the release of information may result in disciplinary action, up to and including termination.

[1] Reports should be sent to the District Executive Director of Technology.

Legal References: A.C.A. § 6-18-2601 et seq.

15 U.S.C. § 6501

20 U.S.C. § 1232g

34 C.F.R. Part 99

Date Adopted: 11/18/25

Last Revised: 10/31/25

Guidance for Licensed Personnel

8.49—CLASSIFIED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE

Definitions

> “Artificial Intelligence (AI)” means Computer systems or applications that perform tasks typically requiring human intelligence, such as learning, problem-solving, and decision-making.
>
> “AI Tools” means Software, hardware, or cloud-based applications that use AI to aid in tasks like content creation, data analysis, and personalized learning.

This policy governs the use of AI tools by classified employees in the performance of their job duties.

The District will provide training on the use of AI tools, including data privacy requirements. All classified employees shall participate in the District’s training on AI tools before they may use AI tools to assist with any job duties. Classified employees shall participate in additional training sessions and are expected to stay informed about changes to this and related policies regarding the use of AI and data privacy and security.

The use of AI tools by District employees shall adhere to the following:

- **Only AI tools that have been thoroughly vetted and officially approved** via the district’s application approval request ticket process are authorized for use. To submit a new tool for approval, please open a Helpdesk ticket at **helpdesk.bentonvillek12.org**;
- The use of AI tools by employees shall adhere to District policy; State and Federal law; State rules; and federal regulations governing data privacy; and
- Employees shall consult their supervisor or the IT department if unsure about using a particular AI tool.[1]

Classified employees are encouraged to use AI tools to enhance job performance and efficiency. Any use of AI tools shall be done in an ethical and responsible manner that protects other employees, students, parents, and the District as a whole.

The following actions are expressly prohibited:

- The inputting or uploading of information into AI tools unless the AI tool has been approved by the District to accept such information and appropriate data privacy measures are in place to comply with the District’s policies; State and Federal laws; State Rules; and federal regulations on data privacy and security;
- Using AI tools to generate false or misleading information; and
- Attempting to bypass security protocols or access restricted data.

Employees are responsible for their use of AI tools and for safeguarding sensitive information. Employees shall report any security incidents or potential data breaches immediately to a supervisor or the IT department.[1]

Employees are encouraged to provide feedback on the usage of AI tools to help the District ensure the effectiveness, ethical compliance, and relevance to the District’s educational goals of the AI tools the District is using.

The failure to comply with this policy or a District policy governing the release of information may result in disciplinary action, up to and including termination.

[1] Reports should be sent to the District Executive Director of Technology.

Cross References: 4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

6.23—CLASSIFIED PERSONNEL TECHNOLOGY USE AGREEMENT

Legal References: A.C.A. § 6-18-2601 et seq.

15 U.S.C. § 6501

20 U.S.C. § 1232g

34 C.F.R. Part 99

Date Adopted: 11/18/25

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