

Marion Community Unit School District #2

Artificial Intelligence Guidance

April 2025



This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

In education, AI offers immense potential while also presenting distinct challenges. The fundamental principle of using AI to support educational efforts must be a balanced and people-centered approach. This acknowledges that people are ultimately in charge of and responsible for the safe application of AI, without which the vast machinery of AI would lack educational purpose and benefit.

AI is a tool. Humans are the intelligence and heart.

District Mission Statement

Marion CUSD #2 inspires and teaches tomorrow's leaders through encouragement, engagement, innovation, and love.

Technology Mission Statement

Marion CUSD #2 strives to provide current tools, knowledge, and skills necessary to encourage academic success, career readiness, and personal growth.

Artificial Intelligence Position Statement

Marion CUSD #2 is dedicated to preparing students for the increasingly AI-driven world. Our goal is to cultivate a generation of learners who can confidently and responsibly utilize artificial intelligence for the benefit of society.

Understanding Artificial Intelligence

To better understand AI, it is helpful to consider six analogies that describe it in more concrete terms while recognizing its limitations and the need for responsible human control and input, although these analogies do not fully capture the extensive complexities, challenges, and far-reaching implications of AI applications.

Artificial Intelligence is like a...



Personal Coach

It can highlight areas of improvement, but it is up to us to take action.



Toolbox

It provides us with a variety of tools to adapt to different needs and experiences, but it is up to us to use them responsibly.



Spotlight

It can illuminate new ways of learning, but it is up to us to make sure that it doesn't cast a shadow on creativity.



Library

It holds a wealth of knowledge and resources, but it is up to us to think critically.



Canvas

It provides a space for individual expression and exploration, but it is up to us to create the masterpiece.



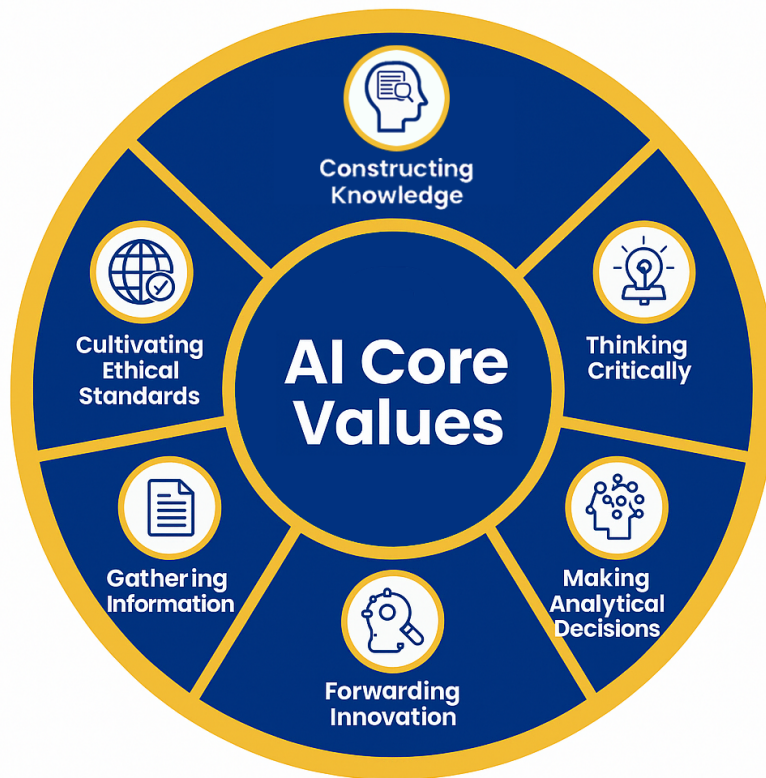
Bridge

It can connect us to new topics and ideas, but we must be in the driver seat.

Guidance, Considerations, & Intentions for the Use of Artificial Intelligence in West Virginia Schools . (n.d.).
<https://wvde.us/wp-content/uploads/2024/03/30438-WVDE-AI-Guidance-v1.pdf>

Integrating artificial intelligence in education is like riding an electric bike. On an electric bike, the human is fully aware and fully in control, but their burden is less, and their effort is multiplied by a complementary technological enhancement.

-US Office of Educational Technology



Core Values

- Cultivating Ethical Standards
- Gathering Information
- Constructing Knowledge
- Thinking Critically
- Making Analytical Decisions
- Forwarding Innovation

Cultivating Ethical Standards - We are committed to fostering responsible and ethical use of AI technologies across our district. This includes promoting transparency, respecting privacy, addressing bias, ensuring data security, and protecting student and staff rights. Our policies align with legal standards (e.g., FERPA, SOPPA) and prioritize the well-being of our learning community. Educators, students, and administrators are supported in understanding both the opportunities and ethical implications of AI use.

Gathering Information - We recognize AI's capacity to support instruction and decision-making. We emphasize the importance of using AI to supplement—not replace—traditional research skills. Students and staff are supported in evaluating the

credibility, relevance, and accuracy of AI-generated content, and in understanding the underlying sources from which that information may be derived. AI should be used as a tool to expand inquiry and exploration while reinforcing foundational research and media literacy practices.

Constructing Knowledge - AI tools should support inquiry, creativity, and the construction of meaningful learning experiences. Our policies guide how AI can assist learners in synthesizing information, building understanding, and making connections across content areas. We encourage the use of AI as a co-pilot for learning—not a shortcut—emphasizing its role in supporting, not replacing, the learner's voice and critical thinking.

Thinking Critically - Developing critical AI literacy is essential. We aim to equip students and staff with the skills to question, evaluate, and analyze AI-generated content. This includes understanding the limitations and potential biases of AI tools, distinguishing fact from misinformation, and recognizing when human judgment is necessary. Our guidance encourages skepticism, reflection, and inquiry when interacting with AI outputs.

Making Analytical Decisions - AI can help students and staff make sense of data, solve problems, and make thoughtful decisions. AI can do a lot of the work—like organizing information, spotting patterns, or offering suggestions—but people still need to make the final decisions. We follow the idea that AI can help with 80% of the thinking, but the last 20%—the most important part—comes from human judgment. Whether it's a student solving a problem or a staff member making a choice, AI is a tool to support thinking, not replace it. Our guidance encourages using AI to explore ideas and options, while always making sure that decisions are thoughtful, fair, and made by people.

Forwarding Innovation - We are committed to embracing AI not as a replacement for educators, but as a tool for amplifying instructional practices and operational excellence. We will provide an environment for exploration, learning, and continuous improvement, allowing our district to stay responsive to emerging technologies while upholding our educational mission. Our guidance supports innovation with clear guardrails to help staff and students use AI thoughtfully and responsibly.

Scope

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies (Code.org et al., 2023).

Acceptable Use of AI Tools

In the evolving educational landscape, AI tools offer diverse applications across classroom activities and assignments. Similar to the use of the Internet or a calculator, AI may be used to assist in student learning. Teachers have discretion to determine when and how to integrate these tools into their lessons. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. **Prior to teachers using a new AI tool in the classroom with students, all tools must have [approved data privacy agreements](#) to ensure the privacy of our students is maintained.** As technology progresses, it's crucial to instruct students on responsible AI usage, focusing on its ethical and effective use.

AI Security, Privacy, & Safety Guidelines

All AI systems deployed within the school must be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. Staff and students are prohibited from entering confidential or personally identifiable information into any unapproved AI tools.

- Users must be aware of data privacy concerns with AI tools, especially regarding the handling of personal and sensitive information.
- Personally identifiable, confidential, and/or sensitive information should never be shared with an AI tool unless such sharing is explicitly approved by the district.
- All AI tools must comply with the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), Student Online Privacy Protection Act (SOPPA), and other relevant privacy laws.
- The district ensures that AI tools employed have robust security measures to protect user data from unauthorized access.
- Users are expected to be aware of and comply with the terms and conditions of all AI tools, specifically with respect to age requirements. The district technology department maintains a list of SOPPA compliant resources, and any data privacy agreements signed between the District and outside vendors.

- Users are responsible for securing their accounts and personal information when using AI tools.
- The district conducts regular security assessments of AI technologies to safeguard against vulnerabilities.

AI Academic Integrity Guidelines

- **Assessments:** AI tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.
- **Assignments:** Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. They should articulate why they do not allow its use in other assignments or parts of assignments.
- **Citations:** Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained.
- **Plagiarism:** AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.
- **Use of AI Detection Tools:** At present, technologies that claim to detect content developed by generative AI are not sufficiently accurate to make reliable determinations of cheating and plagiarism. Therefore, while some teachers might use such systems to inform the feedback they provide to students about improving their writing, we discourage the sole reliance on these systems to determine responsibility in cases where plagiarism is suspected.

Parts of this document has been adapted from: *AI Guidance for Schools Toolkit*. (2023). TeachAI. Retrieved April 30, 2025, from <https://www.teachai.org/toolkit>