



Generative AI Guidance Framework

Supporting the 2026–27 SchoolAI Implementation Plan

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1. Purpose

Elbert County School District supports the intentional, ethical, and academically meaningful use of generative artificial intelligence (Gen AI) in ways that align with the district's mission, vision, core values, and learner profile. This Generative AI Guidance Framework was developed with the support of AI-assisted drafting tools from COSN AI maturity tool and SchoolAI's policy consulting services to Elbert County School District. It is intended as general guidance to support the district's responsible AI implementation and does not constitute legal advice. Elbert County School District should consult its own legal counsel to confirm alignment with applicable federal, state, and local law prior to formal adoption.

The district's use of Gen AI, including SchoolAI, is intended to:

- Improve educator efficiency
- Support instructional planning and professional practice
- Enhance student learning experiences
- Strengthen, rather than replace, student critical thinking, communication, problem solving, and engaged learning

This guidance framework serves as the district's foundational document for Gen AI use and is paired with the SchoolAI 2026–27 Professional Development / Implementation Plan that was drafted in June of 2026.

2. Alignment to District Priorities

This framework aligns with the Elbert County School District mission to equip students with the knowledge, skills, and character needed to reach their full potential, and with the district vision of improving student outcomes through innovative practices grounded in academic excellence. It also supports the district learner profile by promoting students as:

- Collaborative Thinkers
- Effective Communicators
- Responsible and Accountable
- Problem Solvers
- Engaged Learners

3. Scope

This guidance applies to:

- District staff
- School leaders
- Instructional support personnel
- Students, when district-approved access is provided
- District-approved generative AI tools, including SchoolAI
- Instructional, professional, and approved operational uses of Gen AI

This framework operates alongside, and does not modify, the district's existing Acceptable Use Policy. Where this framework is silent, the Acceptable Use Policy governs.

4. Guiding Principles

Elbert County School District will use generative AI according to the following principles:

4.1 Intentional Use

Gen AI will be used to support clearly defined instructional and operational goals rather than for novelty or convenience alone.

4.2 Human-Centered Practice

Teachers, leaders, and staff remain responsible for decisions, communication, and instructional design. AI may support human work but does not replace professional judgment, educator-student relationships, or authentic teaching. Elbert County's approach follows a Human-AI-Human model: human judgment initiates and reviews every AI-supported task, with AI functioning as a tool between two points of human decision-making, not a replacement for either

4.3 Critical Thinking First

Student learning must remain the priority. Gen AI should support student reasoning, inquiry, creativity, and reflection rather than reduce independent thinking.

4.4 Ethical and Responsible Use

Gen AI use must reflect district values and address privacy, data security, fairness, bias, transparency, and accountability.

4.5 Equity and Inclusion

Implementation must consider the needs of all learners, including students with disabilities, multilingual learners, and students with varying levels of academic support or differing backgrounds.

4.6 Continuous Improvement

The district will refine its AI implementation through ongoing training, feedback, and review as tools and educational needs evolve.

5. Approved Platform

For district implementation, [SchoolAI](#) is the primary approved generative AI platform for professional learning and instructional exploration during the 2026–27 implementation period. Use of other generative AI tools in instructional settings should be reviewed through district processes before broad classroom implementation.

6. Staff Use Expectations

District staff may use SchoolAI and other district-approved AI tools in ways that support professional practice, including:

- Lesson planning and brainstorming
- Creation of instructional resources and exemplars
- Differentiation ideas
- Productivity and workflow support
- Development of teacher-created SchoolAI spaces
- Support for reflection, planning, and instructional design

Staff are expected to:

- Review all AI-generated content before using it
- Verify accuracy, appropriateness, and alignment to instructional goals
- Use professional judgment in deciding whether and how to use AI-generated material
- Avoid over-reliance on AI output
- Ensure that classroom use promotes student learning rather than replacing it

Staff may not:

- Treat AI-generated output as automatically correct or approved
- Use AI in ways that bypass district policy or professional responsibility

- Input confidential, sensitive, or restricted information into AI systems unless district-approved and privacy-compliant

7. Student Use Expectations

At this stage of implementation, student access to generative AI remains subject to district approval, filtering controls, and supervised instructional decisions.

Current Implementation Status 1st semester 2026: Elbert County currently restricts direct student generative AI access through the student filter except where district-approved access or structured instructional use may later be established.

Future Student Use Principles When student use is permitted, it should be teacher-directed, aligned to learning goals, age-appropriate, transparent, and ethically framed. Student use expectations should clearly address when AI is allowed, when it is prohibited, and how academic honesty applies. Elbert County is building toward supervised, purposeful AI access that teaches digital citizenship directly, on the belief that avoidance doesn't prepare students for a world where these tools exist.

8. Academic Integrity and Critical Thinking

Generative AI must not diminish authentic student learning. Educators should design learning experiences that preserve student reasoning and originality. Teachers may determine, based on instructional purpose, whether AI use in an assignment is:

- Allowed
- Allowed with disclosure
- Limited to certain stages of work
- Prohibited

Students remain responsible for the work they submit, even when AI tools are used.

Students and staff are expected to disclose meaningful use of AI in submitted work or professional materials, consistent with the district's broader expectations around transparency (Section 11) and academic integrity.

9. Privacy and Data Security

This section is informed by and consistent with federal privacy law applicable to AI systems, including

FERPA, COPPA, the Privacy Act of 1974, PPRA, Section 504, and IDEA.

- Use district-approved tools when engaging with AI for school-related purposes
- Avoid entering sensitive or personally identifiable information (PII)
- Follow district acceptable use and digital citizenship policies
- Report concerns related to AI platform safety or data use through district channels

10. Bias, Fairness, and Reliability

Staff should recognize that generative AI systems may produce inaccurate information, biased outputs, or misleading content. AI-generated content must be reviewed critically, and AI should not be used as an unquestioned authority.

11. Transparency and Disclosure

Transparency helps maintain trust and integrity. Staff should be transparent about meaningful use of AI in professional contexts, and teachers should communicate classroom expectations for student AI use clearly.

12. Accountability

Human users remain accountable for decisions and outcomes. AI does not remove or transfer responsibility from the human user. Teachers are accountable for instructional choices, and students are accountable for submitted work.

13. Inclusivity and Accessibility

The district will work to ensure Gen AI implementation is responsive to a diverse student population by considering accessibility needs, supporting inclusive prompts, and monitoring for potential advantages or disadvantages across student groups.

14. Stakeholder Engagement

Elbert County School District values input from stakeholders, including staff surveys, principal input, technology committee discussions, and family outreach.

15. Professional Learning and Implementation

This framework will be operationalized through the SchoolAI 2026–27 Professional Development / Implementation Plan. Professional learning will focus on responsible use, teacher productivity, and the creation of instructional spaces.

16. Roles and Responsibilities

District Leadership (includes Superintendent, Assistant Superintendent, Chief Academic Officer, Director of Technology, Special Education Director,

- Provide strategic oversight
- Ensure alignment with district goals and ethical standards
- Review implementation progress
- Oversee the SchoolAI rollout
- Coordinate PD, communication, and support
- Facilitate review of implementation data and feedback

District Technology Committee

- Integral part of the school AI team
- Review District usage, best practices etc
- Work with district leadership to ensure AI is being rolled out correctly in the building
- Looking at next steps with AI

Principal

- Support building-level implementation

School Admin

- Ensure staff adhere to district guidance
- Facilitate professional learning opportunities within the school

Media Specialist

- Serve and is a leader on the school level AI team
- Digital Citizenship and use of AI
- Promote the ethical and creative use of AI in the building
- Team Teach - Co-teach AI with adopters
- Assist in facilitating professional learning opportunities within the school

School Level AI Team (Consists of Media Specialist, School Admin representative, 1 team member per grade level, Special Education Team Leader, School Counselor)

- Early adopters of AI
- Receive district training on School AI
- Redeliver AI training and guidance to building level staff

Special Education Team Leaders

- IDEA Compliance
- IEP writing guidance
- Lesson Adaptations
- AI Assisted drafting support for IEP documentation (formatting, language, clarity, procedural checklists), always subject to full human review. AI is not used to set IEP goals, determine eligibility, or make placement decisions.

Technology Team

- General Understanding of School AI
- Knowledge or rostering, infrastructure requirements
- Knowledge of the roles of all members outlined in this document

School Counselor

- **504 Plan & Documentation Support:** Utilizing AI-assisted tools for drafting support—including formatting, clear professional language, and procedural checklist verification—strictly as an efficiency tool. All documentation remains subject to mandatory human review. *Note: AI is never used to determine eligibility, set goals, or make placement decisions.*
- **Digital Citizenship & Online Safety:** Utilizing flagged-activity notifications (inappropriate or harmful digital behavior) as actionable opportunities for restorative support, digital literacy counseling, and student well-being interventions.

Teacher

- Implement School AI in the classroom
- Provide Feedback on AI

Appendix A: Link to Implementation Plan

Level 0 — Not Permitted

No AI tool may be used on any part of the assignment. Default level for assessments, timed work, and any task not otherwise designated.

Level 1 — AI as Research Support

AI may be used only to gather background information, explore sources, or refine a research question. All writing and analysis submitted must be entirely the student's own.

Level 2 — AI as Thought Partner

AI may be used for brainstorming, outlining, or getting feedback on a draft the student has already written. The teacher states which specific uses are allowed; all original writing and revision remains the student's.

Level 3 — AI as Collaborative Tool

AI may generate content that the student then substantially revises, extends, and integrates into their own work. The student must be able to explain and stand behind every part of the final product.

Level 4 — AI as Primary Tool

AI use is central to the task itself — for example, an assignment built around evaluating AI output or practicing effective prompting. The student's work is to prompt effectively, evaluate output critically, and reflect.

If a teacher has not designated a level for an assignment, students should treat it as Level 0 and confirm with the teacher before using any AI tool.

Appendix B: Sample Principal Talking Points

Here's a short version principals can use when asked, *"What's the plan?"*

What is the plan?

Elbert County has adopted SchoolAI as its district Gen AI platform for staff implementation. During 2026–27, the district will use a phased professional development plan to help staff learn how to use AI intentionally, ethically, and instructionally.

Why are we doing this?

We want to improve teacher efficiency while strengthening student critical thinking and learning, not replacing it.

What are the guardrails?

We are using district guidance that emphasizes:

- ethical use
- privacy and security
- academic integrity

- transparency
- human oversight
- equity and inclusion

What is expected of staff?

Staff will participate in training, use SchoolAI thoughtfully, review AI-generated content critically, and align classroom use with district expectations.

What about students?

Student generative AI access remains restricted at this time except through future district-approved and supervised instructional pathways.

MLA Format

In-text citation: (“Descriptive prompt title”)

Works Cited entry: “Descriptive prompt title.” Tool Name, Version, Developer, Date of use.

PD plan to policy

Here is a quick crosswalk you can keep with the document.

PD Plan Area	Matching Guidance Sections
August access / intro / DOT / certification	Sections 5, 6, 15
Teacher productivity tools	Sections 4, 6, 15
Brainstorming / assistants / spaces	Sections 4, 6, 8, 15
Teacher-created spaces	Sections 6, 8, 13, 15
Tool kits and support materials	Sections 6, 15

Staff/student exposure to spaces	Sections 7, 8, 13
Feedback and insights	Sections 10, 14, 17
Data dissemination / analysis	Sections 9, 10, 11
Celebrations / best of best	Sections 15, 17

Appendix C: Grade-Band Differentiated Expectations

The following expectations apply across the district's five grade bands and implement the Human-AI-Human principle (Section 4.2) and the district's approach to digital citizenship (Section 7). No AI tool may be used with students unless it carries a signed data privacy agreement with the district and has demonstrated educational and instructional value; this requirement applies uniformly across all bands and is independent of the level of student independence permitted, which is addressed below by band and governed by the AI Use Scale in Appendix A. Independence increases by grade band and aligns with the district's 1:1 Chromebook deployment. Multilingual learners, who comprise approximately 8–10% of district enrollment, warrant particular attention wherever AI-assisted translation or accessibility tools are in use.

Pre-K — Teacher-Facing Guidance Only

Students in Pre-K do not use AI tools directly, and no student accounts or logins are issued at this level. Guidance at this band applies to teachers only: AI may support lesson planning, differentiation, and drafting of family communications, subject to teacher review and final approval before use with children. The AI Use Scale (Appendix A) does not apply to this band; it takes effect once direct student use begins, in Kindergarten.

K–2 — District-Vetted Tools, Teacher-Directed Use

Direct student use of AI tools begins in Kindergarten, subject to the data privacy and instructional-value requirements above. Use at this band is teacher-directed: teachers initiate each activity, and students do not operate tools independently. Most K–2 use occurs on shared or station-based devices. Absent a specific teacher designation, the default assignment level is

Level 0 (Appendix A); teachers may designate a higher level for a specific, closely supervised activity.

3–5 — Structured, Supervised Use on School Issued Devices

With school issued devices, student AI use at this band generally remains within Levels 0–1 of Appendix A: research support with substantial scaffolding, initiated and supervised by the teacher. This band introduces explicit digital citizenship instruction, including the limitations of AI tools and the expectation that students' own thinking and analysis remain central to their work. AI-assisted translation and accessibility tools for multilingual learners are subject to the same staff supervision as any other use.

6–8 — Expanding Independence with Guardrails

Students at this band generally work within Levels 0–2 of Appendix A, with structured scaffolding. Level 3 use is limited and closely supervised; Level 4 is reserved for lessons designed specifically to build AI literacy, not for routine coursework. Given elevated staff concern regarding critical thinking and academic integrity at this band, teachers and administrators should monitor for signs of over-reliance on AI tools or substitution of AI for peer or adult support, and treat such instances as instructional opportunities consistent with the Human-AI-Human framework rather than as disciplinary matters in the first instance.

9–12 — Full Range, Teacher-Designated

Students at this band may work at any level of Appendix A appropriate to the assignment, as designated by the teacher, including Level 4 work built around AI literacy and evaluation. Citation and disclosure requirements (Appendix B) apply in full. AI fluency at this band is treated as preparation for postsecondary and workforce expectations, emphasizing informed, ethical, and disclosed use rather than avoidance.