Audubon Public School District

Acceptable Classroom Use of Generative Artificial Intelligence (AI) Plan

Fall 2026

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Acknowledgements:
How the AI Plan was Developed

This document is a culmination of months of research, meetings, debates, community surveys, and deep reflection about how we can lead the learning process in a world confronted with rapidly changing technology. Parents, students, and staff from across the school community were surveyed, which yielded 1020 responses, equivalent to 11% of Audubon's population. The insights yielded by this survey were coupled with months of research and presented to the AI Task Force. The AI Task Force is a group of staff, students, parents, association leadership, and individual BOE members who were instrumental in providing feedback about the AI plan as it was developed. Based on debates and discussions during AI Task Force meetings, the current version of the AI Plan was developed.

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Preface:
Artificial Intelligence and Learning

The purpose of learning is to help people grow into better, more empowered and productive citizens. In order to learn, students need to directly engage in critical thinking. While students will ultimately need an understanding of Artificial Intelligence (AI) as a tool, their intellectual development must be protected to ensure they have the independent, critical thinking skills they will need as the next generation of global leaders.

Learning is an interactive process between humans. Technology is intended to enhance the learning experience, but it is no replacement for the intellectual transaction between the human student and the human teacher. This human interaction goes beyond the learning of content knowledge and academic skills: it helps students learn critical social skills to interact with people throughout their lives.

This AI Plan serves as a guide to ensure that Audubon Public School District balances introducing Artificial Intelligence and digital citizenship with ensuring student safety, enhancing student critical thinking skills, and encouraging the social skills inherent in human-to-human interactions embedded in authentic learning.

Key Terms:

- **AI Tools**: Digital applications that perform tasks typically requiring human intelligence.
- **Generative AI**: A type of Artificial Intelligence that can generate new content, such as text or images, in response to a prompt.
- **Non-AI Generated Primary Source**: An original source of content or evidence created by a person or organization without the use of Artificial Intelligence.
- **Non-AI Generated Secondary Source**: A source that analyzes or interprets primary sources, created without the use of Artificial Intelligence.
- **Digital Citizenship**: The practice of using technology in an ethical, safe, and responsible manner, focusing on recognizing misinformation and understanding what Artificial Intelligence is and is not.
- **Differentiation**: The practice of tailoring instruction to meet varied student needs.
- **Critical Thinking:** The ability to analyze, evaluate, and apply information and evidence to make reasoned judgments and solve problems.
- **Tiered instruction/intervention:** A framework that provides varying levels of instructional support based on student needs, with increasing intensity for those requiring additional assistance.

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Provision 1:
Student AI Use by Grade Level

The following represents the extent to which grade level students are permitted to use AI:

- Grades PreK-2:
  - **Access:** Teacher use only; Students **do not** have any interaction with AI
  - **Focus:** Staff use for differentiation recommendations, planning support, etc
- Grades 3-5:
  - **Access:** Teacher operation of the AI tool only
  - **Focus:** Digital citizenship, recognizing misinformation, and understanding what AI is and is not.
- Grades 6-8:
  - **Access:** Limited use under direct teacher guidance during instruction
  - **Focus:** Evaluating AI outputs, ethical use, and understanding appropriate vs. inappropriate applications.
- Grades 9-12:
  - **Access:** Limited use permitted in structured, teacher-approved contexts
  - **Focus:** Academic integrity, balancing AI integration while maintaining human-centered learning/interactions

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Provision 2:
Guidelines for Staff Permitting Student AI Use in Assignments

Guidelines for Student AI Integration

Staff members should adhere to the following guidelines when determining if and how to permit AI use in assignments:

1. Grades PreK-2: Teacher Support: No student interactions with AI.

At this level, students are developing critical social skills through human interaction within the school community. ~~Students do not have any interaction with AI.~~

- **Teacher Support:** Teachers may use AI to develop and/or modify instruction, which includes support with data analysis, researching Tier 1 instructional approaches/activities, and researching Tier 1-3 interventions.
- Teachers are not permitted to have students use AI tools.
- Teachers are not permitted to use AI during instruction.
- Teachers may deliver developmentally appropriate, tool-free ("unplugged") instruction introducing foundational concepts of digital citizenship and AI awareness, including that computers can make things that look real but are not, that AI can make mistakes, and that students should tell a trusted adult about confusing online content. Such instruction does not require operation or demonstration of any AI tool and does not constitute AI use under this Plan.

2. Grades 3-5: The Foundation

At this level, students are developing a Foundation upon which to think critically about the role of AI and technology in the world. Students do not have direct access to AI.

- **Teacher Support:** Teachers are may use AI to develop and/or modify instruction, which includes support with data analysis, researching Tier 1 instructional approaches/activities, and researching Tier 1-3 interventions.
- **When to permit:** For Grades 3-5, students only interact with AI during teacher-led demonstrations or specific lessons on digital literacy.
- **How:** The teacher operates the tool.
- **Extent:** Students are observers and critics rather than users. The focus is on building "The Foundation" of digital citizenship.

3. Grades 6-8: The Scaffold

At this level, AI transitions into a "Scaffold," where students begin to interact with AI under strict supervision.

- **Teacher Support:** Teachers may use AI to develop and/or modify instruction, which includes support with data analysis, researching Tier 1 instructional approaches/activities, and researching Tier 1-3 interventions.

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- **When to permit:** Only for specific portions of an assignment where the goal is to **evaluate** an output (e.g., comparing an AI-generated summary to a human-written one).
- **How:** Direct teacher supervision and guidance is required.
    - At no point should AI replace the critical thinking components of the learning process.
    - Students can learn how to use AI tools to help enhance completed projects, but not use AI tools to create and develop projects.
    - If adjustments to student produced work are created by AI, a thorough analysis of the difference between the student work and the AI alterations must be made by the student as a part of the assignment. This analysis must be a part of the grade for the product.
- **Extent:** Interaction is limited and "direct." Students should not be using AI independently for homework or unsupervised projects. Teachers are in the room and supervising students as they use AI.
- **Exceptions:** When a teacher proposes the use of AI in a manner that preserves and/or enhances student critical thinking, formal review and approval by the Office of Curriculum and Instruction via email is mandatory prior to implementation of the learning activity.

4. Grades 9-12: The Application

This stage represents "The Application," where AI is integrated into structured, academic contexts.

- **Teacher Support:** Teachers may use AI to develop and/or modify instruction, which includes support with data analysis, researching Tier 1 instructional approaches/activities, and researching Tier 1-3 interventions.
- **When to permit:** In teacher-approved contexts where the AI serves as a tool for deeper learning or advanced critical thinking.
    - Research: A staff member might permit AI use to help support research efforts.
    - Skill development: Direct student interactions with AI to enhance skill in a manner that does not interfere with critical thinking.
- **How:** Staff must provide a clear "structure" for the use of AI. Students are required to identify any AI use for assignments on the final product. This must include requiring students to recognize that AI helped identify relevant research; however, AI is not permitted to be the primary or secondary cited source of information.
    - Citing AI as a primary or secondary source is considered a violation of academic integrity because the critical thinking involved in evaluating the source would have been stripped from the assignment. Instead, AI must be cited as a guide to the primary or secondary source.
    - Students must analyze and synthesize non-AI generated primary and secondary sources without the support of AI.
- **Extent:**

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    - Grades 9-10: Use is still "limited." The priority remains human-centered learning. Staff should only permit AI when it guides students toward original content and sources. The student's own critical thinking and interaction with the material must never be impeded.
    - Grades 11-12: Teachers may designate specific assignments for disclosed independent AI use outside of direct classroom supervision. For such assignments: (a) the permitted scope of AI use shall be stated in writing on the assignment; (b) students shall document their AI use, including tools used and a description of how outputs were evaluated, verified, and revised; (c) the assignment shall include at least one component completed without AI assistance or assessed through in-class writing, oral defense, or process documentation; and (d) the assignment design shall require analysis, synthesis, or evaluation of non-AI-generated sources.
- **Exceptions:**
    - When a teacher proposes the use of AI in a manner that preserves and/or enhances student critical thinking, formal review and approval by the Office of Curriculum and Instruction via email is mandatory prior to implementation of the learning activity.
    - When citing AI, certain cases may allow use of AI as a primary or secondary source. This may be permitted in cases of leveling and/or translating a source to provide accommodations for students with Individualized Education Plans, 504s, and/or Multi-Lingual Learners.

Provision 3:
Staff Procedure for Informing Students of AI Use Conditions

Guidelines for Informing Students of How to Use AI on Specific Assignments

1. Grades PreK-2:
- No student interactions with AI

2. Grades 3-5:
- Students do not operate the AI tool
- As teachers operate the AI tool during a demonstration, the teacher tells the students that the tool is AI.
- For lessons where the teacher is using AI tools during instruction, the teacher must identify the AI use in the lesson plan.

3. Grades 6-12:

- Students are informed that they will be using an approved AI tool.
    - This information is presented to students in written instructions.
    - The teacher reviews these written instructions with the students.
- Students are given clear guidance on the ethical use of AI during the identified assignment.
- Students are given clear guidance that they are only to use this AI tool under the direct supervision of the teacher.
- The teacher models how to use the AI tool.
- For lessons where the teacher is using AI tools, the teacher must identify how AI is used in the lesson plan.
- In grades 7 through 8, the syllabus distributed at the beginning of the year clearly articulates that AI will only be permitted on specific assignments that are directly supervised by the teacher during class.
- In grades 9 through 12, the syllabus distributed at the beginning of the year clearly articulates that AI will only be permitted on specific assignments and clearly outlined by the teacher.

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Provision 4:
AI Tool Approval and Review Process

1. Grades PreK-2:
- No student interactions with AI

2. Grades 3-5:
- Students do not operate the AI tool.
- Prior to using AI in a lesson, teachers must receive permission to use the AI tool and permission for how it will be used from the Office of Curriculum and Instruction via email.
- Any use of AI tools beyond Provisions 1, 2, and 3 will be denied.
- Any use of AI tools that limit a student's critical thinking will be denied.

3. Grades 6-12:
- Prior to using AI in a lesson, teachers must receive permission to use the AI tool and permission for how it will be used from the Office of Curriculum and Instruction via email.
- Any use of AI tools beyond Provisions 1, 2, and 3 will be denied.
- Any use of AI tools that limit a student's critical thinking will be denied.

Provision 5:
Parental Notification and Consent for Student AI Use

At the beginning of the school year, when parents agree to comply with Policy 2361-- Acceptable Use of Computers Networks/Computers and Resources by signing the consent form, parents will be prompted to agree to Policy 2365 -- Acceptable Use of Generative Artificial Intelligence (AI) and this AI Plan by signing a consent form.

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Provision 6:
Prohibited Uses of Generative AI

The following are examples of uses of AI that will not be permitted:

- Any direct student use of AI in grade PreK-5
- Any use of AI which does not align with the conditions set when the assignment was provided to the student
- Using AI to complete an assignment in a way that falsely represents the assignment as the student's own
- Using AI to purposefully create misinformation or to misrepresent others with the intent of harming, bullying, or intimidating an individual(s)
- Using AI with confidential student or staff personal information
- Inputting any identifiable information about students or staff
- Other prohibited behaviors and/or conduct listed in Policy and regulation 2361 -- Acceptable Use of Computer Networks/Computers and Resources

Provision 7:
Consequences for Policy Violations

Responses shall be determined under Policies 5701 and 5600, considering the student's age, the nature and severity of the conduct, prior violations, intent, and impact. AI-detection output may be considered as an investigative indicator but shall not, standing alone, establish a violation.

Provision 8:
Student Well-being and Safety

Staff who become aware that a student is relying on conversational AI for emotional support, companionship, or guidance on personal or mental health matters shall refer the student to the school counselor consistent with existing referral procedures. Instruction under this Plan shall include age-appropriate content that AI chatbots are not people, are not confidential, and are not a substitute for trusted adults. Nothing in this provision penalizes a student for disclosing such use.

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Provision 9:
Ongoing Staff Review and Professional Development on AI Procedures

- In the first year of implementation of Policy 2365, all certificated staff, paraprofessionals, and administrative assistants will be provided professional development on Policy 2365.
- Every year thereafter, all new all certificated staff, paraprofessionals, and administrative assistants will be provided professional development on Policy 2365.
- Staff will be provided professional development on any significant updates to Policy 2365 thereafter.
- All certificated staff, paraprofessionals, and administrative assistants shall receive annual professional development which may address: (a) the requirements of Policy 2365 and this Plan; (b) the capabilities and limitations of approved AI tools; (c) instructional strategies for integrating AI in ways that preserve and strengthen student critical thinking; (d) critical analysis of AI-generated content, including bias and accuracy limitations; (e) monitoring and evaluating student use of AI; and (f) ethical and confidential professional use.
- Professional development shall be updated annually to reflect changes in the Plan, approved tools, and current research as needed.

Provision 10:
Approved AI Platforms for Student Assignments

Below is a list of AI platforms approved to be used by students in assignments:

- Grades PreK-2:
  - **Access:** None
  - **Platforms:** None
- Grades 3-5:
  - **Access:** None
  - **Platforms:** None
- Grades 6-8:
  - **Access:** Limited use under direct teacher guidance
  - **Platforms:**
    - Google Gemini
    - Teachable Machine
    - Other, as approved by the Office of Curriculum and Instruction via email
- Grades 9-12:
  - **Access:** Limited use permitted in structured, teacher-approved contexts

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- **Platforms:**
  - Google Gemini
  - Teachable Machine
  - Other, as approved by the Office of Curriculum and Instruction via email

Provision 11:
Procedure for Addressing AI-Related Plagiarism and Academic Dishonesty

When students are suspected of plagiarism and/or academic dishonesty using any form of AI, teachers and administrators will follow provisions listed in District Policy 5701 -- Academic Integrity and District Policy and Regulation 5600 -- Student Discipline/Code of Conduct.

Provision 12:
Student Due Process for Alleged AI Policy Violations

A student accused of any alleged violation of the provisions of Policy 2354 -- Acceptable Use of Generative Artificial Intelligence (AI) or the AI Plan will be provided the appropriate due process before making a final determination on the student's conduct in accordance with the provisions of District Policy 5701 -- Academic Integrity and District Policy and Regulation 5600 -- Student Discipline/Code of Conduct.

Provision 13:
Citation and Documentation Requirements for AI-Generated Content

AI may not be used as a primary or secondary source of research, but must be listed as a tool used to help identify research sources. Citations within an assignment must refer to the original source.

When citing AI, certain cases may allow use of AI as a primary or secondary source. This may be permitted in cases of leveling and/or translating a source to support students with Individualized Education Plans, 504s, and/or Multi-Lingual Learners.

AI may be used to enhance the appearance of finished student work with images. These enhancements must be identified on the page they appear.

Any use of AI will be noted within the assignment to identify which parts are generated by AI.

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Any use of AI will be noted on a works cited page at the end of the assignment using the most recent edition of MLA Style. This citation must include the prompt, the name of the AI tool, the version of the AI tool, the company, the date of generation, and the URL.

Provision 14:
The AI Team

The AI Team will consist of Curriculum Administrators, technology, and relevant teachers.

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