



Guidance on the Use of AI in Upper Arlington City Schools

TABLE

1. Purpose-
2. Scope
3. Guiding Principles for AI Use
4. Definitions
5. Benefits and Risks of Using AI Tools
6. Responsible Use of AI Tools
7. Prohibited Use of AI Tools
8. Policies/Laws that Encompass AI Use and Regulation
9. Special Consideration: Advancing Academic Integrity
10. Special Consideration: Safety, Security, Privacy
11. Review

COMMITMENT TO PURPOSEFUL AI

The Upper Arlington School District, in collaboration with our families and community, embraces the responsible and purposeful use of Artificial Intelligence (AI) to empower all learners and staff to achieve their full potential while preparing them for a future where AI is prevalent.

Recognizing that AI is a powerful tool that presents both opportunities and challenges, we are committed to fostering AI literacy, promoting ethical use, ensuring equitable access, and upholding academic integrity. This commitment involves ongoing evaluation and adaptation of our practices to ensure that AI serves our shared educational goals and values.

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, analytics tools and future development of tools/apps/programs/etc.. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.

GUIDING PRINCIPLES FOR AI USE

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

1. Use AI to Help All Students Achieve Their Educational Goals

- AI tools can be used purposefully to achieve shared educational goals.
- Use AI to improve student learning, teacher effectiveness, and school operations.
- Make AI resources accessible to all students, working to bridge the digital divide.
- Evaluate AI tools for biases to ensure they serve the diverse educational community.



Guidance on the Use of AI in Upper Arlington City Schools

2. Reaffirm Adherence to Existing Policies and Regulations.

- AI use should comply with all existing policies, including those regarding student data privacy, accessibility for students with disabilities, and protection against harmful content.
- Thoroughly evaluate existing and future technologies to address compliance gaps.

3. Promote AI Literacy.

- Educate staff and students about AI to address risks and teach critical skills for the future.
- Provide support to develop AI literacy, including how to use AI responsibly and ethically and how AI works.
- Support teachers in adapting instruction to a learning environment where students may have access to generative AI.

4. Realize the Benefits of AI and Address the Risks.

- Guidance should support responsible use cases in line with AI's potential to benefit the community.
- Provide guidance on mitigating risks to realize AI benefits, such as addressing misinformation and bias.

5. Advance Academic Integrity.

- Address plagiarism and other academic integrity issues by emphasizing honesty, trust, fairness, respect, and responsibility by giving credit through appropriate citations.
- Support staff and students to think critically about AI outputs and value authentic work.

6. Maintain Human Decision-Making When Using AI Tools.

- The use of and outputs from AI tools should always be human reviewed and not taken at face value. Ultimately, pedagogical and decision-making processes on the use of and outputs from AI tools are the responsibility of staff members.

7. Regularly Assess the Impacts of AI.

- Guidance should be frequently reviewed and updated.
- Gather feedback from stakeholders to inform policy changes.

DEFINITIONS

Generative AI tools, such as Bing, ChatGPT, and Gemini, are trained on massive amounts of data to recognize patterns and relationships between words, images, sounds, code, etc. They use those relationships to generate brand-new, original outputs customized to the prompts users provide. However, using them to complete assignments can raise issues of plagiarism.

Predictive AI tools, such as those used to recommend products or movies, use data about past behaviors to identify patterns and forecast things we might want or do in the future. They can analyze patterns in student data to forecast outcomes such as being on track for graduation. But predictive AI outputs represent informed guesses, not certainty about the future. These insights allow people to intervene proactively but require human discretion to evaluate them for potential bias and account for the inherent uncertainty in forecasting.



Guidance on the Use of AI in Upper Arlington City Schools

BENEFITS AND RISKS

Potential **benefits** of using AI in education include

- Content development and differentiation
- Enhanced accessibility and engagement
- Assessment design and timely, effective feedback
- Tutoring and personalized learning assistance for students
- Aiding creativity, collaboration, and skill development
- Support for diverse learning styles
- Operational and administrative efficiency

Potential **risks** involved in using AI in education include

- Plagiarism and academic dishonesty
- Perpetuating societal biases
- Compromised student privacy and unauthorized data collection
- Diminished student and teacher agency and accountability
- Overreliance on technology and less critical thinking

RESPONSIBLE USE OF AI TOOLS

Our school system recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students and families, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. Below are some examples of responsible uses that serve educational goals.

Always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.

Student Learning

- **Aiding Creativity:** Students can discover new creative possibilities in writing, art, and music by incorporating generative AI into their work
- **Collaboration:** Students can learn to work effectively in teams by integrating generative AI into their group projects for idea generation, research, and data analysis.
- **Communication:** Students can access AI tools to offer real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** Students can leverage AI to create customized study tools, including summaries, adapted readings, assessments, and visual aids, as well as to brainstorm, edit, organize, and review their work.
- **Tutoring:** Students can gain access to personalized tutoring and support through AI technologies, making individualized learning available to a wider range of learners.



Guidance on the Use of AI in Upper Arlington City Schools

Students can receive continuous support through AI-powered virtual teaching assistants, who can answer questions, help with homework, and enhance classroom learning.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing assessment design by creating questions and providing standardized feedback on common mistakes, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers are ultimately responsible for evaluation, feedback, and grading, but AI can help generate tailored comments and feedback for consideration. AI should not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating curriculum, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.

School Management – Administration and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, monitor strategic plan and improvement plan progress, including school scheduling, setting agendas, supporting inventory management, increasing energy savings, and generating performance reports.
- **Learning Systems Analysis:** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

PROHIBITED USE OF AI TOOLS

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment:** Using AI tools to manipulate and/or impersonate others for the sake of bullying, harassing, or intimidating another person is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect, inclusivity, and academic integrity at all times.



Guidance on the Use of AI in Upper Arlington City Schools

- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Student Code of Conduct will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will consider the origin and implications of societal bias in AI. Approved AI tools will be evaluated for the diversity of their training data and transparency. Both students and staff should review all AI-generated outputs before use.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff should review and critically reflect on all AI-generated content before use, thereby maintaining our district as a human centered organization.
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

School Management- Administration and Operations

- **Compromising Privacy:** The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our district's ethical principles. See [Safety, Security, and Privacy](#) for more information.
- **Noncompliance with Existing Policies:** We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will



Guidance on the Use of AI in Upper Arlington City Schools

be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

POLICIES/LAWS THAT ENCOMPASS AI USE AND REGULATION

Federal

- FERPA - AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
- COPPA - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
- IDEA - AI must not be implemented in a way that denies disabled students equal access to education opportunities.
- CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
- Section 504 - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

State of Ohio

- Senate Bill 29 and Overview of Amendments- (effective October 24, 2024)
 - Requires each contract between a technology provider and a school district to ensure appropriate security safeguards for educational records.
 - Requires maintenance of educational technology records created, received, maintained, or disseminated by a technology provider are solely property of the school district.
 - If records maintained by the technology provider are subject to a security breach, the provider must disclose to the school district all information necessary to comply with Ohio law on agency disclosures of security breaches. Technology providers must follow continuing law provisions regarding security breaches of computerized personal information data.
 - Within 90 days of the expiration of a contract, unless renewal is reasonably anticipated, a technology provider must destroy or return to the appropriate school district all educational records created, received, or maintained pursuant to or incidental to the contract.
 - Prohibits a technology provider from selling, sharing, or disseminating educational records except as permitted or as part of a valid delegation or assignment of the contract with a school district. It also prohibits a technology provider from using educational records for any commercial purpose, including marketing or advertising to a student or parent.
 - Requires that each contract between a technology provider and a school district ensure appropriate security safeguards for educational records and include: (1) a restriction on unauthorized access by the technology provider's employees or contractors, and (2) requirement that the technology provider's employees may access educational records only as necessary to perform official duties.
 - Not later than August 1 of each school year, the bill requires each school district to



Guidance on the Use of AI in Upper Arlington City Schools

provide parents and students with direct and timely notice by mail, email, or other direct communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational records. The notice must:

- 1. Identify each technology provider with access to educational records;
- 2. Identify the educational records affected by the contract;
- 3. Include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows curriculum, testing, or assessment technology provider to access a student's educational records.

Upper Arlington Board of Education Policies

- AI Related Policies
 - [5500](#) - STUDENT CONDUCT
 - [7540.03](#) - STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
 - [7540.04](#) - STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
 - [7540.02](#) - WEB ACCESSIBILITY, CONTENT, APPS, AND SERVICES
 - [AI Digital Resource Approval Rubric and Request Process](#)
 - [7540.07](#) - INTERNET SAFETY/INTERNET CONTENT FILTERING

ADVANCING ACADEMIC INTEGRITY

While it is necessary to address plagiarism and other risks to academic integrity, AI simultaneously offers staff and students an opportunity to emphasize the fundamental values that underpin academic integrity – honesty, trust, fairness, respect, and responsibility. For example, AI tools can help staff and students quickly cross-reference information and claims, though they must still be critical of the output. AI's limitations can also showcase the unique value of authentic, personal creation. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback. Students should be instructed about properly citing any instances where generative AI tools were used. AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work without citation.

Tips for Restructuring Assignments to Avoid Plagiarism

The [Oregon Department of Education](#) suggests multiple strategies.

- Rethink assignments and clarify what standards/skills are being addressed.
- Create more opportunities for students to problem solve, analyze, synthesize, and share their thinking in classroom settings.
- Embed formative assessment throughout in order to get a deeper sense of students' writing over time.

How do you cite generative AI content?

Use one of the following resources:

- [MLA Style - Generative AI](#)
- [APA Style - ChatGPT](#)
- [Chicago Style - Generative AI](#)



Guidance on the Use of AI in Upper Arlington City Schools

Teachers should be transparent about their uses of AI and clear about how and when students are expected to use or not use AI. For example, a teacher might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments. See examples below

Example 1

Be Clear About When and How to Use AI for Assignments			
Level of AI Use	Symbol	Description	Example Instruction
Permissive		Students can freely utilize AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, but proper citation is required."
Moderate		Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	"You can employ AI tools to assist brainstorming or initial research, but the main content, arguments, and conclusions should be your own."
Restrictive		AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."



Guidance on the Use of AI in Upper Arlington City Schools

Example 2

1	NO AI	The assignment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.	AI must not be used at any point during the assessment.
2	AI-ASSISTED IDEA GENERATION AND STRUCTURING	AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving work.	No AI content is allowed in the final submission.
3	AI-ASSISTED EDITING	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI.	AI can be used, but your original work with no AI content must be provided in an appendix.
4	AI TASK COMPLETION, HUMAN EVALUATION	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output.	You will use AI to complete specific tasks in your assessment. Any AI created content must be cited.
5	FULL AI	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.	You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.

Example 3

SAMPLE CLASSROOM GUIDELINES FOR STUDENT AI USE TEMPLATE - [Click here](#) for a general template that is meant to be copied and modified for your specific classroom needs.

Research and best practices recommend that teachers should not singularly use technologies that claim to identify the use of generative AI to detect cheating and plagiarism. Multiple pieces of evidence should be gathered and discussed with the student before assuming plagiarism has occurred. The accuracy of these technologies, if used in isolation, is questionable, leading to the risk of false positives and negatives.

SAFETY, SECURITY AND PRIVACY

Upper Arlington City Schools will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within the school



Guidance on the Use of AI in Upper Arlington City Schools

will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety ([Senate Bill 29](#)).

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to. Staff are advised to review the [UACS Rubric for AI Tool Adoptions](#) prior to submitting a HelpDesk ticket with your request for adoption.

REVIEW

This guidance will be reviewed annually, or sooner, to ensure it continues to meet the district needs and complies with changes in laws, regulations, and technology. We welcome feedback on this policy and its effectiveness as AI usage evolves.

AI TOOLS APPROVED FOR STUDENT USE 2025-2026

Google Gemini - High School Students Only

Magic School AI (free version) - K-12

REFERENCES

The UACS AI Guidance Toolkit was adapted from:

Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [January 2025].

Innovate Ohio. (n.d.). AI Strategy Guidance and Resources for Policymakers, Teachers, and Parents to Advance AI Readiness in Ohio Schools. <https://innovateohio.gov/aistrategy> [January 2025].

Committee members used generative AI tools like ChatGPT and Google Gemini, to complete an activity that generated ideas leading to the human drafted purpose statement.

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).