

Generative Artificial Intelligence Guidelines Addendum

AI Committee Guidance

Glens Falls City School District

1.0 Purpose and Philosophy

The purpose of this guidance is to establish expectations for the responsible, ethical, safe, and effective use of generative artificial intelligence within the Glens Falls City School District. Generative Artificial intelligence tools are increasingly present in education, the workplace, and daily life. When used appropriately, these tools may support teaching and learning, creativity, communication, accessibility, problem solving, and operational efficiency.

AI use within the district must be guided by the district's responsibility to protect student privacy, maintain academic integrity, promote digital citizenship, reduce the risks of bias and misinformation, and ensure that human judgment remains central to instructional and administrative decision-making.

These guidelines are intended to provide students, staff, and families with a shared understanding of appropriate AI use. Generative AI should support learning and professional practice, but it should not replace student thinking, teacher judgment, personal responsibility, or human relationships.

Because Generative AI technologies continue to evolve, this guidance should be reviewed periodically and updated as needed to reflect changes in instructional practice, approved tools, privacy requirements, legal guidance, and the needs of the school community.

2.0 Core Principles

The following principles should guide the use of generative artificial intelligence within the Glens Falls City School District.

Human judgment remains central. AI may be used to support teaching, learning, communication, creativity, and productivity, but it should not replace professional judgment, student thinking, or human relationships. Staff members remain responsible for reviewing AI-generated content before it is used for instruction, communication, decision-making, or student support.

AI should support learning, not replace it. Students may use AI when it is permitted by the teacher and aligned with the purpose of the assignment. AI use should help students brainstorm, practice, revise, organize, or deepen understanding. It should not be used to bypass the learning process or submit work that does not reflect the student's own thinking.

Expectations should be clear and consistent. Teachers should clearly communicate when AI use is allowed, limited, or not allowed for an assignment or activity. The common district framework should be used so students, staff, and families have a shared understanding of appropriate AI use.

Privacy and data protection must be protected. AI tools must be used in ways that protect student privacy, staff confidentiality, and district information. Personally identifiable student information, confidential records, or sensitive district information should not be entered into AI tools unless the tool has been reviewed and approved by the district for that purpose.

AI use should be transparent. When AI use is permitted or required to be disclosed, students and staff should be clear about how AI was used. Transparency helps distinguish responsible AI assistance from academic dishonesty or misrepresentation.

Users are responsible for AI outputs. AI-generated content may be inaccurate, biased, incomplete, or misleading. Students and staff are responsible for reviewing, verifying, and revising AI outputs before relying on them or submitting them as part of their work.

AI should be used ethically and safely. AI may not be used to impersonate others, create or distribute deepfakes, generate harmful or harassing content, violate copyright or privacy rights, bypass school security systems, or engage in conduct that violates the district Code of Conduct, Acceptable Use Policy, or applicable law.

AI literacy is part of digital citizenship. The district will support age-appropriate learning opportunities that help students and staff understand how AI works, its limitations, its risks, and its appropriate uses. AI literacy should include attention to bias, misinformation, privacy, academic integrity, and responsible participation in a digital world.

Guidance should remain current. Because AI tools and practices continue to change, district guidance should be reviewed periodically and updated as needed. This review should include instructional needs, approved tools, privacy requirements, legal guidance, student use, staff questions, and emerging risks.

3.0 Generative AI Use Framework for Assignments

To support clear and consistent expectations across classrooms, the district will use a common AI Use Framework for assignments and learning activities. This framework is intended to help teachers communicate when AI use is allowed, limited, required, or not permitted.

Teachers remain responsible for determining whether AI use is appropriate for a specific assignment, assessment, project, or learning activity. AI expectations should be clearly communicated to students before work begins. When possible, assignments should be labeled with an AI Use Level from 0-3.

The AI Use Framework is not intended to require AI use in every course or assignment. Instead, it provides a shared language so students, staff, and families understand how AI may or may not be used in different learning situations.

3.1 AI Use Levels

[Full Teacher Framework Document](#)

[Student Reference 1 Pager](#)

AI Use Level	Description
Level 0: No AI	This work is entirely the student's own. AI tools may not be used at any stage of the assignment, including brainstorming, researching, outlining, drafting, editing, proofreading, or generating ideas. Students may use teacher-approved resources such as class notes, course materials, dictionaries, thesauruses, and teacher feedback. AI use is not permitted for any reason unless the teacher changes the assigned level.
Level 1: AI as a Starting Point	AI may be used to help students get started, but the final work must be created by the student. Students may use AI to brainstorm ideas, ask background questions, clarify a difficult concept, or get unstuck. AI may not write, rewrite, edit, or generate any part of the final submitted work. Students must cite or disclose AI use as directed by the teacher.
Level 2: AI as a Collaborator	AI may be used to help draft, organize, revise, or refine student work. Students may collaborate with AI during the learning process, but they must meaningfully shape, revise, and own the final product. The student's thinking, judgment, voice, and understanding must be clearly present. Students may not submit AI output without significant revision, allow AI to make the key decisions or arguments, or omit required citation or disclosure.
Level 3: AI as a Full Tool	AI may be used throughout the assignment when the teacher has intentionally allowed or designed the task for broader AI use. At this level, students may use AI for brainstorming, drafting, revising, formatting, generating ideas, comparing outputs, or improving the quality of the final product. Students are still responsible for critically reviewing AI output, checking for accuracy, evaluating bias or misinformation, and submitting work that meets the expectations of the assignment. AI use must be cited or disclosed as directed by the teacher.

3.2 Examples of Responsible AI Use and Uses to Avoid

The following examples are intended to help students and staff understand how AI may be used responsibly. These examples are not exhaustive. Teachers may provide additional expectations based on the assignment, grade level, course, and assigned AI Use Level.

Responsible AI Use	Avoid Using AI To
Summarize or explain a complex reading to support understanding, then compare the explanation to class materials.	Replace reading, thinking, discussion, or the learning process required by the assignment.
Generate practice questions, flashcards, or review prompts to prepare for an exam or quiz.	Complete a quiz, test, in-class writing task, or assessment where independent work is expected.
Brainstorm topics, questions, or possible approaches when the assigned AI Use Level allows it.	Use AI when the assignment is marked Level 0 or when the teacher has not permitted AI use.
Organize ideas, create an outline, or plan steps for a complex project.	Submit AI-generated writing, answers, images, code, or projects as entirely your own work.

Responsible AI Use	Avoid Using AI To
Support research by identifying background information, possible search terms, or questions to investigate while checking sources and accuracy.	Rely on AI-generated facts, citations, or sources without verifying that they are accurate and real.
Ask for feedback on clarity, organization, grammar, or tone when revision support is allowed.	Let AI make the main argument, complete the analysis, or remove the student's own voice and thinking.
Help staff draft general lesson ideas, examples, rubrics, practice activities, or communications that are reviewed and revised before use.	Enter personally identifiable student information, confidential records, grades, discipline information, IEP/504 information, or sensitive district information into an AI tool.
Use AI as part of a teacher-designed activity to evaluate output, identify bias, check accuracy, compare responses, or understand AI limitations.	Use AI to impersonate others, create misleading content, manipulate images/audio/video, harass others, or violate the Code of Conduct or Acceptable Use Policy.

3.3 Teacher Expectations

Teachers should identify the AI Use Level for assignments when AI expectations may not be obvious to students. This may be done in assignment directions, rubrics, Google Classroom posts, project descriptions, course materials, or syllabi.

Teachers should consider the purpose of the assignment before selecting an AI Use Level. If the purpose is to assess independent skill, original writing, personal reflection, or individual understanding, Level 0 may be appropriate. If the purpose is to support brainstorming, revision, research planning, collaboration with AI, or AI literacy, Levels 1, 2, or 3 may be appropriate.

The district recognizes that students benefit from experiencing a range of AI Use Levels over time. Students should have opportunities to complete work without AI support so they can develop independent skills, original thinking, and confidence in their own abilities. Students should also have appropriate opportunities to learn how to use AI responsibly, evaluate AI-generated output, identify limitations, cite or disclose AI use, and understand when AI support may strengthen or weaken their work.

The goal of the framework is not to move all assignments toward greater AI use. Rather, the goal is to help teachers make intentional decisions based on the learning objective. A strong instructional program may include assignments where AI is not allowed, assignments where AI is used only as a starting point, assignments where AI supports revision or organization, and assignments where AI is intentionally integrated as part of the learning experience.

Teachers should not assume students understand when AI use is allowed. If AI expectations are not stated, students should be directed to ask the teacher before using AI.

When staff use AI to support curriculum development, instructional materials, assignment directions, rubrics, feedback, assessments, or other student-facing learning activities, they remain responsible for reviewing and approving the final content before it is used with students. Staff should be transparent when AI use meaningfully contributes to materials, feedback, or assessment-related work shared with students. This does not require staff to disclose every minor use of AI for brainstorming, editing, formatting, or planning, but staff should be prepared to explain how AI was used and how the final content was reviewed for accuracy, bias, age-appropriateness, accessibility, and alignment with instructional goals.

3.4 Recommended Syllabus Language

Teachers may include the following language in high school course syllabi or opening course materials:

Generative AI Use Policy — [Insert Course Name]

This course uses a school-wide AI Use Level system. Every assignment will be labeled with a level (0-3) indicating how AI tools may be used. It is your responsibility to follow the level assigned to each task.

Level 0 — No AI: No AI tools may be used at any stage.

Level 1 — AI as a Starting Point: AI may be used to brainstorm or research only. All writing must be your own.

Level 2 — AI as a Collaborator: AI may assist in drafting and refining. You must meaningfully own and revise the final work.

Level 3 — AI as a Full Tool: AI may be used in any way. Quality, judgment, and citation are assessed.

Citation: Any use of AI at Levels 1, 2, or 3 must be cited or disclosed according to the teacher's directions for the assignment. The teacher will determine what type of citation or disclosure is required, which may include a formal citation, a brief note explaining how AI was used, or another format provided in class. Failure to cite or disclose AI use when required may be treated as academic dishonesty.

3.5 Citation and Disclosure Expectations

For assignments labeled Level 1, Level 2, or Level 3, students must cite or disclose AI use as directed by the teacher. At minimum, students should be able to identify the AI tool used, what the student asked the AI to do, and how the student used, changed, checked, or built upon the AI output.

A basic disclosure statement may include: "I used [AI tool] to help with [brainstorming, outlining, revising, summarizing, generating practice questions, etc.]. I asked the tool to [briefly explain prompt or task]. I used the result by [checking facts, revising wording, comparing it to class materials, adding my own ideas, etc.]."

For formal assignments, teachers may require students to follow a specific citation format, such as MLA, APA, or another course-approved format. Students should not rely on AI-generated citations without verifying that the sources are real, accurate, and used appropriately.

3.6 Student Responsibility

Students are responsible for the work they submit, regardless of whether AI use was permitted.

AI-generated content may be inaccurate, biased, incomplete, or misleading. Students must review AI output carefully, verify information, and make sure their final work reflects their own understanding.

Using generative AI at a higher level than permitted, submitting AI-generated content as original work, failing to cite or disclose AI use when required, or using AI in a way that violates assignment expectations may be treated as an academic integrity concern.

4.0 Academic Integrity, Disclosure, and AI Detection Tools

The district recognizes that artificial intelligence creates new questions related to academic integrity, authorship, citation, and student responsibility. These guidelines are intended to clarify expectations for AI use, but academic dishonesty concerns should continue to be addressed through the Academic Integrity section of the student handbook, the Code of Conduct, and applicable district procedures.

AI use is not automatically considered academic dishonesty. When permitted by the teacher and used appropriately, AI may support brainstorming, organization, revision, research planning, feedback, practice, accessibility, or creative exploration. However, AI use may become an academic integrity concern when a student uses AI in a way that violates assignment expectations, submits AI-generated work as their own, fails to cite or disclose AI use when required, or uses AI to bypass the learning process.

Students are responsible for understanding and following the AI Use Level assigned to each task. If expectations are unclear, students should ask the teacher before using AI. Misuse of AI, including using AI at a higher level than permitted or failing to disclose or cite AI use when required, may be handled under the Academic Integrity section of the student handbook.

4.1 Disclosure and Citation

Disclosure and citation expectations are addressed through the district's AI Use Framework described in Section 3.0. In general, AI use at Levels 1, 2, and 3 requires students to cite or disclose how AI was used, as directed by the teacher.

Failure to cite or disclose AI use when required may be considered an academic integrity concern. However, the purpose of disclosure is not to discourage appropriate AI use. Rather, it is to promote transparency, student accountability, and honest representation of the learning process.

Teachers should provide students with clear directions for how AI use should be cited or disclosed for a specific assignment. For more formal assignments, teachers may require students to follow a course-approved citation format, such as MLA, APA, or another appropriate format.

Students should not rely on AI-generated citations without verifying that sources are real, accurate, and used appropriately.

4.2 Teacher Response to Suspected Misuse

When a teacher has a concern about possible misuse of AI, the response should focus on evidence, conversation, and the student's learning process. Teachers may review assignment expectations, drafts, notes, outlines, version history, citations, prior student work, and the student's ability to explain their thinking.

Teachers may also conference with the student to better understand how the work was completed. When appropriate, the teacher may ask the student to explain their process, describe sources used, revise the work, complete an alternate demonstration of understanding, or otherwise show evidence of learning.

Concerns about academic dishonesty should be handled according to the student handbook and applicable district procedures. This AI guidance should support that process, not replace it.

4.3 AI Detection and Plagiarism Tools

The district recognizes that AI detection tools, plagiarism checkers, and similar technology tools may have limitations. These tools may produce inaccurate results, including false positives or false negatives, and should not be used to determine plagiarism, cheating, unauthorized AI use, or student honesty on their own.

AI detection results should not be used as the sole basis for an academic integrity consequence. If such tools are used, they should be considered only as one piece of information within a broader review process that includes teacher judgment, assignment expectations, student process evidence, and conversation with the student.

The district encourages staff to emphasize clear expectations, thoughtful assignment design, student reflection, disclosure, citation, and process-based evidence rather than relying primarily on AI detection tools.

5.0 Privacy and Data Protection

All use of AI tools must comply with applicable district policies, including the district's data privacy and security policies, Education Law 2-d requirements, the Acceptable Use Policy, and any other applicable laws, regulations, or contractual requirements.

Personally identifiable student information, confidential student records, protected educational records, staff confidential information, or sensitive district information must not be entered into an AI tool unless the tool has been reviewed and approved by the district for that specific purpose.

This includes, but is not limited to, student names, grades, discipline information, IEP or 504 information, disability or health information, family information, assessment data, or any other information that could reasonably identify a student.

When there is uncertainty about whether an AI tool is appropriate for a particular use, staff should consult the district's established technology review process or the Data Protection Officer before entering information into the tool.

6.0 Ongoing Review and Updates

These guidelines are intended to be reviewed and updated as needed to reflect the continued development of artificial intelligence tools, instructional practices, privacy requirements, legal guidance, and the needs of the school community.

The district's AI Committee will meet routinely, and as necessary, to review these guidelines, consider emerging issues, examine feedback from students and staff, and recommend updates or additional resources. Because AI technology continues to change, the district recognizes the importance of maintaining a flexible approach that supports responsible use while preserving student privacy, academic integrity, and human judgment.

The district is committed to continued learning and thoughtful exploration of AI tools that may support teaching, learning, accessibility, creativity, communication, and operational efficiency. As appropriate, the district will share updates, resources, examples, and professional learning opportunities through district professional development, the technology newsletter, and the GFCSD AI Resource Hub:

[GFCSD AI Resource Hub](#)

The purpose of ongoing review is not only to respond to risk, but also to help staff and students better understand how AI can be used responsibly and effectively in ways that support student learning.