AI in Education: Fairland Local School District Policy

I. PURPOSE STATEMENT

To support students and educators in the use of artificial intelligence (AI) for educational and operational purposes, the Board of Education of Fairland Local School District (FLSD) has created this policy on the use of AI. The purpose of this policy is to prepare students for success, encourage innovation for classroom instruction, and embrace opportunities for operational efficiency, while providing for consistent expectations, standards, and approval processes for safe and responsible implementation and integration of AI. This applies to multiple use cases, applications, and integration of AI, including generative AI.

II. DEFINITIONS

- **Artificial intelligence (AI):** A machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. Artificial intelligence systems use machine- and human-based inputs to perceive real and virtual environments; abstract such perceptions into models through analysis in an automated manner; and use model inference to formulate options for information or action.[1]
- **Generative AI:** Any internet-based generative artificial intelligence programs that make use of large language model algorithms to make something new. AI used for auto-complete, minor text predictions, and/or grammar/spelling/punctuation suggestions, commonly found in most word-processing applications, is not considered generative AI.[2]
- **AI tool:** AI applications, algorithms, or systems that make use of AI to generate outputs based on human inputs, with an emphasis on generative AI.[3]

III. AI LITERACY

The Board recognizes the importance of preparing students and educators for the successful integration of innovative technologies. Accordingly, it is the policy of the Board that FLSD responsibly integrate AI by building AI literacy for all students and educators, including integration of AI into relevant curriculum, professional learning opportunities, and safe and responsible usage.

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[1] 15 U.S. Code § 9401, Sec. 3

[2] O.A.C. 3342-3-01.8(B)(15)

[3] Ohio School Boards Association (OSBA), Sample Policy EDEC: Artificial Intelligence

IV. STAKEHOLDER ENGAGEMENT

[An ongoing AI workgroup shall be convened/The scope of a related, existing workgroup should be revised] to inform AI policy and implementation. The workgroup should include educators who are representative of grade levels and departments, including special education and related services professionals, other relevant staff, Board members, and students, as well as external representatives such as local businesses and postsecondary institutions. Educators and staff should be given the opportunity to explore and gain experience with applications and integrated approaches to achieving **FLSD** priorities. The workgroup should regularly review new research and guidance and provide ongoing feedback to the **FLSD**.

Parents and community members should be informed through ongoing engagement about the skills students need for the future workforce and how AI is being used in the classroom. Educational resources may be provided to empower families to understand the potential risks associated with the unsupervised use of AI tools. Regular AI updates, including use of tools and opportunities for feedback, shall be integrated into the existing family and community engagement strategy.

V. DATA PRIVACY AND SECURITY

The **FLSD** is committed to protecting the privacy and security of all student and staff data. The adoption and implementation of any AI tool must adhere to existing data privacy and security policies that include, but are not limited to, Personally Identifiable Information (PII), FERPA, and any other relevant state of Ohio and federal laws. AI tools should only access, store, or process data that is necessary, and must do so in a secure, transparent, and ethical manner. AI systems must be vetted to ensure they meet rigorous standards for data encryption, access control, and responsible data use.

Users must also follow the terms of service, including appropriate age limits.

VI. PROCUREMENT AND EVALUATION OF AI TOOLS

The adoption of AI-enabled tools should be conducted in accordance with existing procurement policies and in alignment to the **FLSD** core values, goals, and priorities. Selection procedures must ensure that any AI tool must adhere to data privacy and security policies. Evaluation of tools must also address alignment to instructional and operational goals, accessibility, and cost. All third-party vendors providing AI tools must comply with **FLSD** standards, state and federal law for data protection, ethical use, and accessibility.

VII. ETHICAL USE OF AI

It is the policy of the **FLSD** that the design and implementation of AI be safe, responsible, and keep people at the core of every AI-related decision. AI implementation should be human-centered and should empower students, educators, and communities. It is a tool to support learning and teaching, not a substitute for student effort or the role of the educator. Accordingly, users should critically analyze AI output, respect safeguards and rules, and be transparent about its use.

VIII. ACCEPTABLE USE

The **FLSD** recognizes that responsible and appropriate uses of AI by students and educators will vary depending on the context, including but not limited to grade level, subject, and/or the nature of the classroom activity or assignment.

Expectations for acceptable student uses should be clearly articulated by educators in alignment with policy and guided by the specific requirements for an assignment or activity. This includes specifying AI use expectations in course syllabi and assignment instructions when relevant. These expectations should clearly articulate the expectations of use, types of relevant assignments where AI use is acceptable, and required format for references.

Educators should consider the impact on learning objectives and assessment of student learning when designing related instruction and classroom activities. No assignment shall require the use of a tool that cannot be provided by the **FLSD.** AI tools approved for use should be clearly communicated.

Expectations for educator, staff, and third-party use should align with **FLSD** priorities. Educator use should be in alignment with the Licensure Code of Conduct for Ohio's Educators. Educators and staff must model appropriate acceptable use practices when using AI tools for instructional and operational uses.

Use of tools that have not been approved is not permitted.

All users are expected to employ AI tools solely for educational and related operational purposes, upholding values of respect and academic integrity, and in alignment with other related**FLSD** policies. Using AI tools for bullying, harassment, and any form of intimidation is strictly prohibited and should be addressed in alignment with existing behavior and discipline policies.

Students and staff with concerns regarding inappropriate use that violates **FLSD** policies and/or applicable state or federal laws should contact the Superintendent or appropriate designated staff member.

IX. ACADEMIC INTEGRITY

The Board recognizes that the responsible use of AI requires the highest standards of academic integrity with clear expectations for students, educators, and staff regarding the ethical use of AI tools.

AI-enabled tools may be used to support student work (such as brainstorming or feedback), but AI-generated work must not replace student work. Students are expected to complete assignments and assessments in a manner that reflects their own understanding and effort, critically analyze AI-generated content and not misrepresent it as original work, and use proper citations and references for AI-assisted work according to existing policies and expectations relevant to assignments (such as APA or MLA style formats).

The **FLSD** will specify procedures for investigating and addressing suspected misuse in alignment with existing academic integrity policies.

X. IMPLEMENTATION AND REVIEW

The **FLSD** in partnership with the **FLSD** ongoing AI workgroup, will monitor developments in AI technology and update policies to address emerging risks. This policy should be reviewed often for effectiveness; alignment to district, school, educator and student needs; considerations of ongoing innovation; related data privacy and management policies; and impact on students including learning outcomes.

OTHER CONSIDERATIONS

NON-CONSENSUAL INTIMATE IMAGERY

National digital safety experts have emphasized the importance of addressing issues related to Non-Consensual Intimate Imagery (NCII), particularly in terms of local policies on digital wellness and cyberbullying. The Center for Democracy & Technology has created a model policy and related resources that district and schools may want to consider incorporating into relevant local policies. In potential cases where NCII may be used for the purposes of sexual extortion, schools and districts should be aware of Braden's Law and consider how it may apply within existing local policies, as the law classifies sexual extortion as a felony offense in Ohio.

INTEGRATION WITH OTHER RELATED POLICIES

This model policy refers to other existing local policies (such as bullying, academic integrity, and procurement). In addition to cross-references in the required AI-specific policy, districts and schools may want to review and update other related policies to integrate AI as applicable (such as special education policies).