

---

Office of Education



Seventh-day  
Adventist® Church

OHIO CONFERENCE

# Artificial Intelligence Usage Policy

For Conference Schools

Version 1.0 | Board Approved: April 20, 2026

*"True education means more than the pursuit of a certain course of study. It has to do with the whole being, and with the whole period of existence possible to man."*

## Table of Contents

I. Preamble and Statement of Purpose.....	3
A. Guiding Philosophy.....	3

---

<b>II. Scope and Applicability.....</b>	<b>4</b>
<b>III. Definitions.....</b>	<b>4</b>
<b>IV. Core Policy Provisions.....</b>	<b>5</b>
A. Academic Integrity.....	5
B. Deepfakes and Digital Safety.....	6
C. Data Privacy and the Walled Garden Requirement.....	6
D. Appropriate Use and Age-Differentiated Frameworks.....	7
E. Verification and Hallucination Safeguards.....	8
<b>V. Family and Community Engagement.....</b>	<b>9</b>
<b>VI. Governance and Compliance.....</b>	<b>10</b>
<b>VII. Legislative Reference.....</b>	<b>10</b>
<b>Appendix A: Parent FAQ.....</b>	<b>12</b>
<b>Appendix B: Board Briefing.....</b>	<b>13</b>
<b>Appendix C: AI Disclosure Statement.....</b>	<b>15</b>
<b>Appendix D: AI Tool Evaluation Form.....</b>	<b>16</b>
Part 1: Tool Information.....	16
Part 2: Data Privacy and Security Assessment.....	17
Part 3: Pedagogical and Ethical Assessment.....	18
Part 4: Risk Assessment Matrix.....	18
Part 5: Approval and Signatures.....	19
<b>Appendix E: Student FAQs.....</b>	<b>20</b>
Appendix E.1: For Students in Kindergarten through Grade 4/20	
Appendix E.2: For Students in Grades 5 through 8.....	20
Appendix E.3: For Students in Grades 9 through 12.....	21

## **I. Preamble and Statement of Purpose**

The Ohio Conference of Seventh-day Adventists, Office of Education, recognizes that Artificial Intelligence (AI) technologies are rapidly transforming the educational landscape. As stewards of a sacred mission: the restoration of the image of God in every learner; we approach this transformation with both wisdom and intentionality.

"If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you." James 1:5 (NIV)

This policy establishes a comprehensive framework for the responsible, ethical, and mission-aligned use of AI within all schools operating under the Ohio Conference of Seventh-day Adventists. While Ohio House Bill 96 (HB 96), passed by the 136th General Assembly, mandates AI policies for public districts, community schools, and STEM schools by July 1, 2026, our Conference schools voluntarily adopt and exceed these standards; not merely for legal compliance, but because our calling to protect, educate, and nurture young minds demands nothing less.

This policy is further informed by Ohio Senate Bill 163 (SB 163), which addresses AI-generated deepfakes, identity fraud, and digital harassment, and by Ohio House Bill 525 (HB 525), which governs AI use in therapeutic services. Together, these legislative instruments shape our understanding of the regulatory environment in which our schools operate.

Seventh-day Adventist education is, at its core, a redemptive work. Ellen G. White wrote that the object of true education is the restoration of the image of God in the human soul. All AI policy and implementation must serve this end: the development of the whole person, and the cultivation of genuine Christian character.

### **A. Guiding Philosophy**

Our use of AI is guided by several core convictions:

1. Artificial Intelligence is a tool, never a substitute for authentic human relationships or the transformative presence of a dedicated educator.
2. AI must protect and promote human dignity, intellectual honesty, and the development of critical thinking skills. Technology must never erode these values.
3. Data privacy and student protection are non-negotiable. Student data must remain in a "Walled Garden" where it is never harvested for external model training or sold to third parties.
4. The Human-in-the-Loop (HITL) principle is mandatory: a qualified human must review, evaluate, and take responsibility for any significant decision or output informed by AI.

- 
5. 5. Authentic learning requires struggle, discovery, and the development of students' own intellectual agency. AI cannot be permitted to short-circuit this process.

## II. Scope and Applicability

This policy applies to:

6. 1. All schools, academies, and early childhood programs operated by or affiliated with the Ohio Conference of Seventh-day Adventists.
7. 2. All students, faculty, staff, administrators, substitutes, and volunteers.
8. 3. All AI tools, platforms, applications, and services; whether provided by the school, personally owned, or accessed via third parties; when used for educational purposes or on school property or accounts.

## III. Definitions

Term	Definition
<b>Artificial Intelligence (AI)</b>	Any machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments. This includes generative AI, machine learning, natural language processing, and computer vision systems.
<b>Generative AI</b>	AI systems capable of generating text, images, audio, video, or code in response to user prompts. Examples include large language models (ChatGPT, Claude, Gemini) and image generators.
<b>Hallucination</b>	False or misleading information generated by an AI system that appears plausible but is factually incorrect. AI systems may hallucinate dates, sources, quotations, or entire concepts.
<b>Human-in-the-Loop (HITL)</b>	A process in which a qualified human reviews, evaluates, and takes responsibility for any significant decision, recommendation, or output informed by AI. The human remains the decision-maker; AI informs but does not determine.
<b>Walled Garden</b>	A protected data environment in which student personal information and educational records remain within a secure system and are never used to train external AI models or sold to third parties. FERPA and COPPA compliance is mandatory.

---

## IV. Core Policy Provisions

### A. Academic Integrity

Maintaining academic integrity is a covenant between the student, the teacher, and God. Our schools must prepare students to be honest scholars and faithful stewards of their own God-given intellectual abilities.

#### 9. 1. Permitted Uses of AI

Under appropriate faculty supervision and with clear disclosure, students may use AI tools for:

- a. Research and Information Gathering: Using AI to explore topics, find reputable sources, or brainstorm ideas for original work.
- b. Drafting and Revision Support: Using AI to generate initial outlines, rough drafts, or revision suggestions for student-created work, provided the student substantially transforms and personalizes the content.
- c. Skill Development: Using AI for practice in writing, coding, problem-solving, or other academic skills, with explicit teacher approval.
- d. Accessibility Support: Using AI-powered tools to support students with documented learning disabilities or accessibility needs.
- e. Learning and Exploration: Using approved AI tools (Khanmigo, Gemini for Education, Copilot for Education) as tutoring aids or to explore concepts under teacher guidance.

#### 10. 2. Prohibited Uses of AI

AI use is prohibited for:

- a. Submitting AI-generated work as the student's own work without clear disclosure and teacher permission.
- b. Using AI to complete take-home tests, quizzes, or formal assessments designed to evaluate student understanding.
- c. Creating deepfakes or AI-generated imagery of real people without explicit consent.
- d. Violating another student's intellectual property or privacy.

#### 11. 3. Disclosure Requirement

Any use of AI in producing academic work must be disclosed using the AI Disclosure Statement (Appendix C). Students must:

- a. Identify the AI tool used
- b. Describe the specific task assigned to the AI
- c. Explain how the AI output was used or modified
- d. Acknowledge the work as human-directed, with AI as a tool

Teachers will establish subject-specific rules for AI use and will not accept undisclosed AI work.

---

## B. Deepfakes and Digital Safety

The creation and distribution of non-consensual deepfake imagery, AI-generated audio impersonations, or other AI-synthesized content designed to deceive or harm is strictly prohibited and will result in disciplinary action up to and including expulsion.

This policy aligns with Ohio Senate Bill 163 (SB 163) and addresses:

- a. Non-consensual AI-generated imagery of real persons (synthetic or manipulated media)
- b. AI-generated audio impersonations created to deceive or defame
- c. Identity fraud using deepfakes or AI synthesis
- d. Digital harassment or bullying via AI-generated content

Violations will be reported to school administration, parents, and law enforcement as required.

## C. Data Privacy and the Walled Garden Requirement

The protection of student data is a sacred trust and a legal obligation.

### 12. 1. Walled Garden Standard

All AI tools used in our schools must comply with the "Walled Garden" requirement: student personal information and educational records must never be used to train external AI models, sold to third parties, or exported outside a protected environment.

Tools must guarantee:

- a. FERPA (Family Educational Rights and Privacy Act) compliance
- b. COPPA (Children's Online Privacy Protection Act) compliance for students under 13
- c. No harvesting of student data for model training
- d. No sale of student data to third parties
- e. Transparent data handling policies reviewed annually

### 13. 2. Approved Tools (as of April 2026)

The following tools meet the Walled Garden standard:

- a. Microsoft Copilot for Education (FERPA-compliant, Walled Garden)
- b. Google Gemini for Education (FERPA-compliant, Walled Garden)
- c. Khan Academy Khanmigo (FERPA-compliant, educational use only)
- d. MagicSchool AI (educator-facing, lesson planning only)
- e. Brisk Teaching (educator-facing, Google Classroom integrated)

Any tool NOT on this list requires evaluation using the AI Tool Evaluation Form (Appendix D) before classroom use.

### 14. 3. New Tool Evaluation

When a teacher or administrator proposes a new AI tool:

- 
- a. Complete the AI Tool Evaluation Form (Appendix D)
  - b. Ensure the tool meets all data privacy requirements
  - c. Submit to the principal for review
  - d. Superintendent approval is required before adoption
  - e. The approved tools list will be updated annually

15. 4. Data Breach Protocol

In the event of any suspected data breach:

- a. Notify the principal immediately
- b. Principal notifies superintendent within 24 hours
- c. Superintendent assesses the scope and severity
- d. Parents are notified per FERPA breach notification rules
- e. Incident is documented for annual review

## **D. Appropriate Use and Age-Differentiated Frameworks**

Different age groups require different levels of AI exposure and guidance.

16. 1. Kindergarten through Grade 4

At this level, AI use is highly limited and always mediated by the teacher.

- a. Teachers may use approved AI tools for lesson planning, differentiated instruction design, and resource creation.
- b. Teachers may use AI-generated images or content in lessons if age-appropriate and properly vetted.
- c. Direct student interaction with AI tools is not permitted at this grade level without explicit parental consent and teacher supervision.
- d. AI literacy: Students learn basic concepts about how computers learn and make decisions.
- e. Analog-Protected Time: Minimum one hour per day free from screens and AI interaction.

17. 2. Grades 5 through 8

Students at this level may use approved AI tools under structured guidance.

- a. Students may use AI research tools (Gemini for Education, Copilot) for research and information gathering under teacher direction.
- b. AI use for drafting and revision support is permitted with clear disclosure.
- c. AI cannot be used for assessments unless explicitly permitted by the teacher.
- d. Students receive instruction in AI literacy, hallucination detection, and verification practices.
- e. Analog-Protected Time: Minimum 45 minutes per day free from screens and AI interaction.

18. 3. Grades 9 through 12

---

High school students may use a broader range of AI tools with appropriate oversight.

- a. Students may use approved AI tools independently for research, writing support, and skill development.
- b. AI-generated work must be clearly disclosed and substantial student transformation is required.
- c. Subject-specific rules apply: teachers in each subject area establish guidelines for their classes.
- d. Advanced AI literacy is required: understanding bias, limitations, hallucination, and ethical use.
- e. Students are prepared to make independent judgments about when AI use is appropriate and ethical.
- f. Analog-Protected Time: Minimum 30 minutes per day free from screens and AI interaction.

#### 19. 4. Analog-Protected Time

All schools must designate and protect time that is entirely free from screens and AI interaction. This time is for in-person relationships, outdoor learning, physical activity, and genuine human connection. Analog-Protected Time is not optional; it is a core element of a holistic education.

## E. Verification and Hallucination Safeguards

Artificial Intelligence systems regularly generate false information that sounds plausible. Students and staff must verify all AI-generated content before using it.

#### 20. 1. Student Verification Protocol

- a. Never accept AI output as factually accurate without independent verification.
- b. Cross-reference AI-provided citations: verify that sources actually exist and contain the attributed quotation.
- c. Check multiple sources before relying on AI output for facts, statistics, or historical claims.
- d. When in doubt, ask the teacher or librarian before using AI output in academic work.
- e. Document the verification process: show the student's own research confirming or refuting the AI output.

#### 21. 2. Staff Verification Protocol

- a. Teachers who use AI-generated lesson materials must vet all content for accuracy before presenting to students.
- b. Administrators using AI-generated reports or recommendations must verify data and methodology.
- c. AI-generated citations must be checked for accuracy; if a citation is fabricated, the entire source is suspect.
- d. Lesson plans, rubrics, and assessments generated by AI must be reviewed for pedagogical soundness and alignment with school standards.

---

22. 3. Critical Thinking Over Deference

- a. Students must be taught that AI is a tool, not an authority.
- b. Schools will explicitly teach the limitations, biases, and hallucination patterns of AI systems.
- c. Critical thinking skills are more important than AI proficiency.
- d. Skepticism and verification are virtues in an AI-saturated world.

## V. Family and Community Engagement

23. 1. Parent Notification

Parents will be notified of AI use in their child's school through:

- a. Annual notification letter sent before school year begins
- b. School handbook and website resources
- c. Parent orientation and information sessions
- d. Individual notification if new AI tools are adopted mid-year

24. 2. Opt-Out Procedures

While the school strongly encourages participation in AI literacy and supervised AI use, parents may:

- a. Request that their child not participate in AI-assisted learning activities
- b. Request that their child's data not be used with any approved AI tool
- c. Submit written opt-out requests to the principal
- d. Opt-out requests are honored and alternative assignments are provided

25. 3. Parent Resources

The school will provide:

- a. Parent FAQ (Appendix A) explaining AI concepts in accessible language
- b. FAQ responses to common concerns about AI and student learning
- c. Resources explaining the Walled Garden requirement and data privacy safeguards
- d. Information about how to recognize hallucinations and verify AI output
- e. Guidance on appropriate AI conversations at home

26. 4. Community Transparency

- a. The superintendent will provide annual updates to the school board on AI adoption, challenges, and outcomes.
- b. This policy is public and available to parents, staff, and community members.
- c. Feedback from parents, students, and staff will be solicited annually during policy review.

## VI. Governance and Compliance

### 27. 1. Policy Administration

- a. The Superintendent of Education is responsible for overall policy administration.
- b. Each principal is responsible for implementation within their school.
- c. Teachers establish subject-specific AI use rules and communicate them to students.
- d. The school board reviews this policy annually and updates it as needed.

### 28. 2. Non-Compliance and Disciplinary Action

- a. Students who violate this policy will face disciplinary action.
- b. Use of AI to cheat on assessments may result in academic penalties or suspension.
- c. Creation or distribution of deepfakes will result in serious disciplinary consequences including possible expulsion.
- d. Staff who violate data privacy requirements may face termination.
- e. All violations will be documented and reported to parents and administration.

### 29. 3. Annual Policy Review

- a. This policy will be reviewed annually by a committee including teachers, administrators, parents, and the superintendent.
- b. Input from students regarding AI literacy and use will be solicited.
- c. Changes to the policy will be approved by the school board before implementation.
- d. The Approved Tools list will be updated as new tools emerge and are evaluated.

### 30. 4. Training and Professional Development

- a. All staff will receive training on this policy before its implementation.
- b. Teachers will receive ongoing professional development on AI tools and pedagogy.
- c. Students will receive age-appropriate AI literacy instruction.
- d. School librarians will receive training on AI verification and research methods.

## VII. Legislative Reference

Legislative Instrument	Key Provision	Conference Policy Alignment
<b>Ohio House Bill 96 (HB 96), 136th General Assembly</b>	Public school districts, community schools, and STEM schools must adopt AI policies by July 1, 2026.	Conference schools voluntarily exceed HB 96 requirements by establishing comprehensive policy addressing AI literacy, data privacy, and academic integrity.
<b>Ohio Senate Bill 163 (SB 163)</b>	Criminalizes non-consensual deepfake imagery and AI-generated identity fraud; addresses digital harassment.	This policy strengthens SB 163 protections by explicitly prohibiting deepfakes and AI-generated imagery without consent in a school setting.

---

<b>Ohio House Bill 525 (HB 525)</b>	Restricts use of AI in therapeutic services with minors; requires human supervision and consent.	Conference policy aligns by prohibiting unsupervised AI use in counseling or therapeutic contexts and requiring Human-in-the-Loop oversight.
-------------------------------------	--	--

---

## Appendix A: Parent FAQ

### **Q: What is Artificial Intelligence and why is the school using it?**

Artificial Intelligence refers to computer systems that can learn from data and make decisions or recommendations. Schools use AI tools like Gemini for Education and Copilot to help teachers create personalized learning experiences, generate practice materials, and support students with different learning needs. However, AI is always a tool that supports human teaching, not a replacement for it.

### **Q: Will AI be used in my child's classroom?**

Approved AI tools may be used to support learning in various ways. Teachers might use AI to create differentiated materials, and students in grades 5 and above might use AI-assisted research tools with proper oversight. You will be notified of major AI adoption at your child's school, and you can request an opt-out.

### **Q: What about my child's data privacy?**

All AI tools used at the school meet the "Walled Garden" requirement, meaning student data is never used to train external AI models or sold to third parties. We comply with FERPA (Family Educational Rights and Privacy Act) and COPPA (Children's Online Privacy Protection Act). Your child's information remains protected and secure.

### **Q: What if I don't want my child using AI?**

You can submit a written opt-out request to the principal. Your child will be provided alternative assignments and will not participate in AI-assisted learning activities.

### **Q: How can I talk to my child about AI at home?**

Encourage critical thinking about AI. Ask questions like: "How would you verify that?" "What might this AI tool get wrong?" Remind your child that AI is a tool, not an authority. Help them understand that humans must always evaluate AI output for accuracy.

### **Q: What is a "hallucination" in AI?**

A hallucination is when an AI system generates false information that sounds plausible. For example, an AI might invent a quotation and attribute it to a real author. Students and staff must always verify AI output before using it.

---

## Appendix B: Board Briefing

### OHIO CONFERENCE BOARD BRIEFING

#### Artificial Intelligence Usage Policy

April 20, 2026

#### EXECUTIVE SUMMARY

The Ohio Conference of Seventh-day Adventists proposes a comprehensive AI usage policy that:

1. Voluntarily exceeds the requirements of Ohio House Bill 96 (HB 96), which mandates AI policies for public schools by July 1, 2026.
2. Aligns with Ohio Senate Bill 163 (SB 163) regarding deepfakes and digital harassment.
3. Aligns with Ohio House Bill 525 (HB 525) regarding AI use in therapeutic services.
4. Establishes a theological and educational framework centered on the restoration of the image of God in learners.
5. Prioritizes data privacy through the "Walled Garden" requirement: student data must never be used to train external AI models.
6. Requires Human-in-the-Loop (HITL) oversight for all significant AI-informed decisions.

#### KEY PRINCIPLES

1. AI is a servant of our educational mission, not a driver of it.
2. All AI use must protect human dignity, authentic relationships, and genuine learning.
3. Students must develop critical thinking skills and healthy skepticism toward AI.
4. Student data privacy is a sacred trust and legal obligation.
5. Transparency with parents and the community is non-negotiable.

#### IMPLEMENTATION TIMELINE

July 1, 2026: Policy becomes effective

August 2026: Staff training on policy and approved tools

September 2026: Family notification and parent information sessions

October 2026: Annual review and feedback cycle begins

#### BUDGET IMPLICATIONS

The adoption of FERPA-compliant, Walled Garden AI tools will have minimal budget impact, as most approved tools offer free or low-cost education licenses. MagicSchool AI and Brisk Teaching have modest per-school licensing fees.

#### RISKS MITIGATED

1. Data Privacy Risk: Addressed through Walled Garden requirement and FERPA/COPPA compliance.
2. Academic Integrity Risk: Addressed through disclosure requirements and subject-specific teacher policies.

---

3. Digital Safety Risk: Addressed through deepfake prohibition and Human-in-the-Loop safeguards.

4. Inequity Risk: Addressed through universal access to approved tools and supports for students with diverse learning needs.

---

## Appendix C: AI Disclosure Statement

*This template should be used whenever a student uses AI in creating academic work.*

### AI DISCLOSURE STATEMENT

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assignment: \_\_\_\_\_ Teacher: \_\_\_\_\_

1. AI Tool Used (check the tool you used):

- Microsoft Copilot for Education
- Google Gemini for Education
- Khan Academy Khanmigo
- Other (specify): \_\_\_\_\_

2. How I Used the AI Tool:

(Describe the specific task you gave the AI. Example: "I used Gemini to brainstorm three possible topics for my essay.")

---

---

3. What I Did With the AI Output:

(Did you use it as-is? Did you change it significantly? Did you verify it? Describe how you transformed or evaluated the AI's response.)

---

---

4. How I Verified the Information:

(If the AI provided facts, data, or citations, describe how you verified them. Example: "I checked the quotation against the original source.")

---

---

5. I acknowledge that:

- I used AI as a tool to support my own thinking.
- I verified all factual claims before including them.
- I substantially transformed the AI output to make it my own.
- I understand that using AI without disclosure violates academic integrity.

Student Signature: \_\_\_\_\_

Parent/Guardian Signature (if required): \_\_\_\_\_

---

## Appendix D: AI Tool Evaluation Form

*This form must be completed for any AI tool not on the approved list before the tool is used with students. Submit to your principal for review and superintendent approval.*

### Part 1: Tool Information

Tool Name: \_\_\_\_\_

Vendor/Developer: \_\_\_\_\_

Tool URL or Access Point: \_\_\_\_\_

Proposed Use (classroom, grade level, subject): \_\_\_\_\_

Teacher/Administrator Submitting Request: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Tool Description:

(Brief description of what the tool does and how it works)

---

---

---

## Part 2: Data Privacy and Security Assessment

For each question, mark Yes (Y), No (N), or Unknown (U):

1. [ ] Does the tool provider explicitly guarantee that student data will NOT be used to train external AI models?
2. [ ] Does the tool comply with FERPA (Family Educational Rights and Privacy Act)?
3. [ ] Does the tool comply with COPPA (Children's Online Privacy Protection Act) for students under 13?
4. [ ] Does the tool provide a signed Data Processing Agreement or Business Associate Agreement (BAA)?
5. [ ] Does the vendor maintain data within the United States and not transfer it internationally?
6. [ ] Does the vendor permit schools to delete student data upon request?
7. [ ] Is the tool's privacy policy publicly available and clearly written?
8. [ ] Has the vendor been audited by a third party for data security (SOC 2, ISO 27001, or similar)?
9. [ ] Does the tool encrypt student data both in transit and at rest?
10. [ ] Does the vendor have a transparent data breach notification policy?

### SCORING:

All Yes answers: Tool meets Walled Garden standard. Approve for adoption.

One or more No answers: Tool does not meet Walled Garden standard. Do not adopt.

Multiple Unknown answers: Request clarification from vendor before deciding.

### Part 3: Pedagogical and Ethical Assessment

1. Educational Alignment:

- Tool aligns with school curriculum and learning objectives
- Tool supports differentiation and accessibility
- Tool does not replace essential human instruction

Comments: \_\_\_\_\_

2. Age Appropriateness:

- Content is appropriate for intended grade level(s)
- Tool does not expose students to inappropriate material
- Interface is accessible for students with varying abilities

Comments: \_\_\_\_\_

3. Accuracy and Verification:

- Tool is known to have low hallucination/accuracy problems, OR
- Tool includes built-in verification tools and warnings about limitations
- Users are advised to verify output before using it

Comments: \_\_\_\_\_

4. Equity and Access:

- Tool is accessible to all students regardless of device or internet connectivity
- Tool does not create new inequities (e.g., paid features unavailable to some)

Comments: \_\_\_\_\_

5. Ethical Considerations:

- Tool does not include concerning algorithmic bias
- Tool does not collect more data than necessary
- Tool's use case aligns with school values and mission

Comments: \_\_\_\_\_

### Part 4: Risk Assessment Matrix

Risk Category	Risk Level	Mitigation Strategy	Residual Risk
Data Privacy	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	_____	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
Student Safety	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	_____	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
Academic Integrity	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	_____	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable
Accuracy/Hallucination	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	_____	<input type="checkbox"/> Acceptable <input type="checkbox"/> Unacceptable

---

	High		
--	------	--	--

**OVERALL RECOMMENDATION:**  APPROVE  APPROVE WITH CONDITIONS  REJECT

### Part 5: Approval and Signatures

Principal Review:

Principal Name (print): \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Superintendent Approval:

Superintendent Name (print): \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

Tool Status (check one):

APPROVED for classroom use beginning \_\_\_\_\_

APPROVED WITH CONDITIONS (specify): \_\_\_\_\_

REJECTED; reason: \_\_\_\_\_

Date tool added to approved tools list (if approved): \_\_\_\_\_

---

## Appendix E: Student FAQs

*This appendix contains three age-differentiated versions of frequently asked questions about AI and how to use it responsibly at school.*

### Appendix E.1: For Students in Kindergarten through Grade 4

#### Q: What is Artificial Intelligence or AI?

AI is a computer program that can learn and make decisions, kind of like having a very smart robot helper. AI can write words, make pictures, and answer questions. But AI is not a person, and it doesn't think the way you do.

#### Q: Will I use AI at school?

Your teacher might use AI to help create fun lessons and practice activities. But your teacher is in charge, not the AI. Your teacher uses AI to help them teach you better.

#### Q: Can I use AI myself?

Right now, in your grade, your teacher will show you how AI works, but you won't use it by yourself. Your teacher is always the one in charge. When you get older, you will learn more about AI and how to use it.

#### Q: Is AI always right?

No! AI makes mistakes all the time. It might make up a wrong fact that sounds true, or it might get confused. That's why we never believe AI without checking with a teacher, librarian, or parent first.

#### Q: What should I do if I see AI doing something wrong or mean?

Tell your teacher or principal right away. Don't keep using it if it seems wrong.

#### Q: What is "analog time"?

That's time when we are NOT using computers or screens. It's when we play outside, talk to friends, read books without screens, and do things that don't need computers. These times are really important and help our brains and bodies stay healthy.

### Appendix E.2: For Students in Grades 5 through 8

#### Q: What exactly is Artificial Intelligence?

AI refers to computer systems that learn from data and can make predictions or decisions. Large language models like Gemini and ChatGPT are trained on huge amounts of text to predict what word should come next. This makes them really useful for brainstorming, drafting, and research, but they are not thinking the way you do.

---

**Q: Can I use AI for homework?**

Yes, with permission from your teacher. You can use approved AI tools like Gemini for Education for research, brainstorming, and drafting. But if you use AI, you **MUST** disclose it on the AI Disclosure Statement. You cannot submit AI work as if it was all your own.

**Q: What's a "hallucination" in AI?**

It's when AI makes something up that sounds real but isn't. AI might invent a quotation, make up a statistic, or cite a source that doesn't exist. This is why you always have to verify what AI tells you before using it in your work.

**Q: How do I verify what AI gives me?**

Check the source. If AI quotes someone, look up the actual quotation. If it gives you a statistic, see where it came from. Talk to your teacher or librarian if you're not sure. When in doubt, don't use it.

**Q: What if I use AI without telling my teacher?**

That's academic dishonesty and it's a serious violation. You will face academic penalties, and your parents will be notified.

**Q: What is a deepfake?**

A deepfake is a fake image, video, or audio created by AI that looks real but isn't. Creating a deepfake of a real person without permission is against school rules and also against the law in Ohio. Don't do it.

**Q: What is "analog-protected time"?**

It's time at school (and at home) when you are not using screens or AI. These moments are important for conversations with friends, outdoor time, sports, and activities that let your brain rest from screens. Our school protects this time for your health and wellbeing.

## **Appendix E.3: For Students in Grades 9 through 12**

**Q: What is the difference between narrow AI and artificial general intelligence (AGI)?**

Current AI systems like large language models are "narrow AI": they excel at specific tasks (language generation, image recognition) but don't have true understanding or consciousness. AGI (general intelligence) remains theoretical. Our policy focuses on responsible use of current narrow AI tools.

**Q: Can I use AI for research?**

Yes. Approved tools like Gemini for Education are designed for research support. But remember: AI can hallucinate. Always verify citations, cross-reference facts, and use multiple sources. AI should supplement your research, not replace it.

---

**Q: How do I disclose AI use properly?**

Complete the AI Disclosure Statement for any assignment where you use AI. Document which tool you used, what task you assigned it, how you verified the output, and how you transformed it. Failure to disclose is academic dishonesty.

**Q: What are the limitations of AI that I should understand?**

AI systems have several key limitations: (1) They hallucinate and make confident false statements. (2) They reflect biases in their training data. (3) They lack true understanding and reasoning. (4) They cannot access current information beyond their training date. (5) They are not appropriate for all tasks. Understanding these limitations is critical to using AI responsibly.

**Q: What does "Human-in-the-Loop" mean in the context of this policy?**

It means that humans must always evaluate, review, and take responsibility for significant decisions informed by AI. AI can inform decisions, but humans make them. This applies to teacher use of AI and also to student use: you are always responsible for your work, regardless of how much AI assisted you.

**Q: What is a "Walled Garden" and why does it matter?**

A Walled Garden is a protected data environment where your personal information and school data never leave the system to train external AI models or be sold to third parties. This is critical for your privacy. All approved school tools meet this standard; not all publicly available AI tools do.

**Q: What are the ethical issues with AI I should think about?**

Ethical questions include: (1) Who benefits from AI and who bears the costs? (2) Does AI use perpetuate bias against certain groups? (3) What are the environmental costs of training large AI models? (4) How do I respect intellectual property and consent when using AI? (5) Am I offloading my responsibility to think critically by deferring to AI?

**Q: What if I want to experiment with AI tools outside the approved list?**

Talk to your teacher or principal first. Tools not on the approved list may not meet our data privacy standards. Using unauthorized tools could put your personal data at risk.

**Q: How do I develop critical thinking about AI rather than just AI dependence?**

(1) Always verify AI output. (2) Ask "What could this AI get wrong?" (3) Recognize your own thinking as valuable and irreplaceable. (4) Learn the limitations of AI systems. (5) Use AI as a thinking tool, not a replacement for your own thought. (6) Seek diverse perspectives and be skeptical of any single source of information, including AI.