



Guidelines for the Appropriate Use of Artificial Intelligence in the Spackenkill UFSD

Belief Statement

The Spackenkill UFSD believes that AI should never replace human expertise, judgment, or the meaningful connections that define effective teaching and learning. We also believe that AI can serve as an assistant in education, enhancing efficiency, creativity, and learning experiences. We are committed to ensuring that AI is used ethically, responsibly, and is in alignment with best educational practices. Furthermore, we recognize the importance of maintaining academic integrity, safeguarding privacy, and fostering critical, independent thinking skills. By integrating AI thoughtfully and in a measured fashion, we empower our faculty, staff, and students to harness its benefits while upholding the core values of education, equity, and human connection.

Purpose Statement

These guidelines aim to provide clear expectations for the appropriate and responsible use of AI by faculty, staff, and students within the Spackenkill UFSD. They outline five key areas:

- AI Considerations
- AI Use for Faculty and Staff
- AI Use for Students
- Compliance with NYS Education Law 2D
- Ongoing Monitoring and Evaluation

This document provides guidance on using AI to enhance efficiency, differentiate learning, and streamline logistics. However, it is essential to use AI in ways that ensure academic honesty, honor the diversity of our students, apply educational best practices, safeguard student data, and comply with legal standards, including New York State Education Law 2D.



AI Considerations

In education, AI has the potential to enhance efficiency, differentiate learning, and support creativity, but it also poses risks like data privacy concerns, bias, and challenges with academic integrity. **Responsible use, human oversight, and compliance with data protection laws are essential to maximizing the benefits of AI.**

- **Verify Outputs:** Always evaluate AI-generated content for factual accuracy, potential bias, and appropriateness before using it in the classroom or in administrative work.
- **Critical Evaluation:** Teach students to evaluate AI outputs and encourage them to cross-reference AI-generated content with reliable sources.
- **Data Privacy Compliance:** Ensure that any AI tool that handles student or staff data is vetted and approved by the Spackenkill UFSD to be in accordance with Ed Law 2D.
- **Equitable Access:** If an assignment permits the use of district AI tools, the tool will be accessible to all students.
- **Transparency:** Communicate with students and families about the role of AI in the classroom, including how it supports instruction and how data is protected.
- **Ethical Use:** Foster discussions about the ethical implications of AI, including bias, privacy, and responsible use in academic and personal contexts.
- **Developmentally Appropriate Guidance:** Provide a developmentally appropriate, tiered approach for AI use at both elementary and secondary school levels, i.e., a primary grade student's use of AI will be minimal, while it may increase as students progress through to their senior year.



AI Use for Faculty and Staff

AI tools can be leveraged to improve operational efficiency and support instructional planning. Faculty and staff may choose to use AI while adhering to Spackenkill UFSD guidance and privacy regulations. AI can serve as a valuable assistant but must not replace human expertise or professional decision-making.

Appropriate Use of AI (examples):

Lesson Design:

- Draft lesson outlines aligned with curriculum standards.
- Assist in the creation of differentiated instructional materials tailored to diverse student needs.
- Draft quizzes, worksheets, and discussion prompts for classroom use.

Communication:

- Draft routine emails and newsletters to parents and guardians.
- Draft announcements and reminders for school events.
- Assist in the creation of templates for student feedback or individualized progress reports.

Data Analysis: (Anonymize Personally Identifiable Information [PII])

- Analyze assessment data to identify learning trends.
- Summarize large datasets to help guide instructional decisions.
- Track attendance patterns and identify areas for intervention.

Administrative Tasks:

- Automate scheduling for meetings, parent/guardian conferences, or other events.
- Summarize notes or lengthier documents.
- Draft procedural guidelines or surveys.



Prohibited Use of AI:

Automated Grading:

- Do not use AI as the sole method for assessing or grading student work. Human oversight is required to ensure fairness and accurate evaluation.

Faculty, Staff, and Student Records:

- Do not input Personally Identifiable Information (PII) or other sensitive data into AI platforms unless explicitly approved by the Spackenkill UFSD and verified for Ed Law 2D compliance.

Decision-Making:

- Do not use AI to make final decisions regarding student performance, academic placement, or disciplinary actions. AI may assist in data analysis, but human judgment must guide all educational decisions.

AI Use for Students

AI can enhance learning experiences by offering personalized support, fostering creativity, and expanding access to information. It is important for faculty to consider what skills/content are being assessed when determining if, and to what extent, AI can be used for an assignment. Students must be taught to use AI as a tool for inquiry and creativity while understanding its ethical and practical limitations.

Appropriate Student Use of AI (examples):

Research Support:

- Summarize complex topics for better understanding.
- Draft research questions and project ideas.
- Explore AI-powered knowledge bases for academic inquiry.

Creative Projects:

- Draft AI-assisted multimedia presentations.
- Draft story starters or writing prompts.
- Enhance language learning with AI-generated dialogues and scenarios.

Skill Practice:

- Practice language skills through AI-driven conversation simulators.
- Explore potential solutions with the assistance of math-focused AI tools.
- Engage in personalized learning through adaptive learning platforms.



Prohibited Student Use of AI (examples):

Academic Honesty:

- Do not use AI to complete assessments, write essays, or produce work intended to represent their original thoughts.
- Do not submit AI-generated work without citation.

Misuse of Data:

- Do not enter personal information, such as names or addresses, into AI platforms. Educators should provide clear guidance on what data is safe to share and what should remain private.

Inappropriate Usage:

- Do not use AI tools to create, share, and/or manipulate media for bullying, harassment, or any form of intimidation. In doing so, this behavior will result in disciplinary actions and/or legal consequences, in accordance with the Spackenkill UFSD Code of Conduct

Compliance with New York State Education Law 2D

New York State Education Law 2D requires the protection of student data privacy and security. All faculty and staff must ensure that AI use complies with these legal standards. Violations of Ed Law 2D may result in disciplinary actions and/or legal consequences.

Key Requirements:

Data Protection: Do not input Personally Identifiable Information (PII) or sensitive student data into AI platforms.

Examples of PII that should not be entered into AI platforms include:

- Student first and/or last names
- Student ID number(s)
- Home addresses or contact information
- Health or medical information
- Disciplinary records
- Grades or academic performance data
- Social Security numbers
- Parent or guardian information



Safe data practices include anonymizing information (e.g., using encrypted identifiers instead of names) and ensuring that all data-sharing adheres to Spackenkill UFSD approved platforms and encryption standards.

Transparency with Families: Inform parents and guardians about AI that may be used in the classroom and how the Spackenkill UFSD is safeguarding their child’s data. Provide clear, accessible information about privacy protections.

Ongoing Compliance: Regularly review and update AI usage practices to align with changing laws and technological advancements. Technology Services will maintain a list of approved AI applications and provide regular training on data privacy.

Ongoing Monitoring and Evaluation

The Spackenkill UFSD is committed to regularly evaluating the impact of AI on teaching, learning, and operational efficiency. This includes:

Feedback Collection:

- Gathering input from faculty, staff, students, and families to understand the effectiveness and challenges of AI use.

Policy Updates:

- Revising guidelines and policies annually, or as needed, to reflect best practices, legal requirements, and technological changes.

Professional Development:

- Offering training and resources to support responsible and effective AI use for faculty and staff.
- By adhering to these guidelines, we can harness the benefits of AI while maintaining ethical standards, safeguarding privacy, and promoting responsible use in our schools.



Glossary:

Academic Honesty: The ethical code and moral principles that guide academic work, ensuring honesty and fairness in research, writing, and assessment.

Adaptive Learning Platforms: Educational systems that use AI to adjust the learning experience based on the individual needs and progress of each student.

AI (Artificial Intelligence): The simulation of human intelligence processes by machines, especially computer systems. These processes include learning, reasoning, and self-correction.

Anonymizing Information: The process of removing or altering personal identifiers from data to protect the privacy of individuals.

Bias: A tendency to favor certain outcomes or interpretations over others, which can lead to unfair or inaccurate results in AI systems.

Compliance: Adherence to laws, regulations, and guidelines, such as New York State Education Law 2D, which governs the protection of student data privacy and security.

Data Privacy: The protection of personal information from unauthorized access, use, or disclosure.

Differentiated Instruction: Tailoring teaching methods and materials to accommodate the diverse learning needs and abilities of students. Ed Law 2D: New York State Education Law 2D, which mandates the protection of student data privacy and security.

Encrypted: The process of converting information or data into a code, especially to prevent unauthorized access. This ensures that only authorized parties can read the data, protecting it from eavesdropping or tampering.

Human Oversight: The involvement of human judgment and decision-making in the use of AI, ensuring that AI does not replace human expertise.

Personally Identifiable Information (PII): Information that can be used to identify an individual, such as names, addresses, and social security numbers.

Verification: The process of checking the accuracy and reliability of AI-generated content before using it in educational or administrative contexts.



AI in the Classroom: Communicating Clearly with Students

Why This Matters: Learning to think, write, and problem-solve is essential—not just for school, but for life—and while AI can be a powerful support tool, it should never replace a student’s voice, ideas, or effort. When students engage deeply with learning, they build confidence and skills that no machine can replicate. As AI becomes a permanent part of our world, our role is to guide students in using it thoughtfully, ethically, and with purpose—not to do the thinking for them, but to amplify their thinking and empower their growth.

How AI Can Help: Used responsibly, AI can support learning by helping students brainstorm ideas, clarify confusing concepts, practice skills, and get quick feedback. It can also level the playing field for students who benefit from extra scaffolding or who need flexible ways to engage with content.

How AI Can Be Harmful: When students rely on AI to do the thinking for them—like writing full essays or answering questions they haven’t even tried—it short-circuits the learning process. It can limit critical thinking, reduce creativity, and lead to gaps in understanding. Over time, this kind of use can erode confidence and academic integrity.

Understanding Student Motivation: Students may turn to AI out of stress, perfectionism, lack of time, or uncertainty about how to begin. Others may not fully understand where the line is between “help” and “cheating.” That’s why it’s important to create a classroom culture where students feel safe asking questions, and where learning and effort are valued more than getting it perfect on the first try.

Equity and Accessibility: Some students may not have regular access to AI tools or know how to use them effectively. As educators, we should ensure all students understand what AI is, how it works, and how to use it responsibly—just like any other research or learning tool.



Set Clear Expectations

- At the start of the school year, include a clear discussion of the appropriate and ethical use of AI as part of your classroom expectations.
- Establish and communicate specific guidelines for when and how students are permitted to use AI tools during class activities or assignments. ([See Leon Furze Scale](#))
- Incorporate a clear statement outlining expectations for AI use in your course syllabus.

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale



Build a Culture of Transparency

Talk openly with students about appropriate AI use. Make space for questions and clarify that you're more interested in their growth than in punishment. Model the effective use of AI by integrating it into your lessons, allowing students to observe how it can support teaching and learning.

Add Student Reflection Prompts about AI to assignments to normalize discussing the use of AI:

- What did you learn from using AI on this assignment?
- How did AI help (or hurt) your understanding?
- If you used AI, what decisions did you make about what to keep or change?

Discuss AI's Fallibility

Help students understand that AI tools can produce biased, outdated, or factually incorrect information. Encourage them to question, cross-check, and think critically about what AI generates.



Teacher Tips for Preventing and Responding to AI Misuse in Student Work

Tips for Designing AI-Resistant Assignments

1. Use peer review on a regular basis: Make peer review the norm in your classroom. When students expect others to read and respond to their work, they are more likely to produce authentic writing.
2. Assign writing in partnerships: Have students write with a partner. This adds a layer of cognitive complexity and accountability that discourages misuse of AI.
3. Provide choice when possible: Students are more likely to be invested in writing something they care about, reducing the temptation to outsource their work.
4. Use check-in or reflection prompts: After major assignments, ask students to reflect: “What challenged you?” or “What did you learn?” AI-generated work often lacks a personal learning narrative.
5. Break assignments into process-based checkpoints: Have students submit outlines, drafts, or brainstormers before the final version. This makes it easier to track their thinking over time.
6. Assign occasional in-class writing: Use in-class writing tasks as a baseline for each student’s voice and ability. Discrepancies with take-home work can help you ask thoughtful follow-up questions.
7. Ask for verbal summaries: Prompt students to quickly explain their main argument or analysis. Inauthentic work is often harder to summarize clearly.
8. Require annotations or process comments: Have students add short notes explaining how they approached key parts of their work. This encourages ownership and metacognition.
9. Create personal or localized prompts: Assign tasks that ask students to connect course content to personal experiences, class discussions, or local events—contexts AI is less likely to generate convincingly.
10. Assign activities that require students to demonstrate their learning: Ask students to present their learning to the class, take part in debates, or participate in class interactive activities where students are required to demonstrate their learning.



Tips for Responding to Students

There is no AI detection tool that is 100% accurate; therefore, we cannot rely solely on detection software to determine if a student's use of AI has compromised the integrity of the assignment. Instead of making direct accusations, engage students in open-ended conversations to understand their thinking and process. This approach fosters honesty, encourages reflection, and helps maintain a positive teacher-student relationship.

Examples of open-ended questions:

- “Can you walk me through how you approached this assignment from start to finish?”
- “Tell me more about what you meant by this?”
- “What part of this work are you most proud of, and why?”
- “Was there anything you struggled with as you worked on this? If so, how did you work through it?”
- “Can you explain what you meant by this section here? I’m curious about how you developed that idea.”
- “This is a really sophisticated word/phrase—can you tell me why you chose it?”
- “This feels a little different from your usual writing style. Did anything change in how you worked on it?”
- “Did you get help from anyone or use any tools to support your writing? If so, how did they help?”
- “Some students are using AI tools to brainstorm or check their work—did you use anything like that? If so, how did you use it?”
- “If you used any tools like AI, that’s okay to talk about—I just want to understand what your thinking about what portion of your work was created by AI.”

Portions of this document were generated with the assistance of AI tools and were reviewed and edited for accuracy and alignment with Spackenkill UFSD policies and procedures.