

Artificial Intelligence Technology Guidelines

1.0 Purpose and Benefits

The purpose of this document is to establish comprehensive guidelines for the responsible, equitable, and human-centered use of Artificial Intelligence (AI) within the Bethlehem Central School District (BCSD). AI technologies offer significant opportunities to enhance teaching and learning, improve operational efficiency, and foster student and staff engagement. However, the integration of these technologies must be guided by ethical principles, transparency, privacy protections, and a strong human-in-the-loop philosophy.

These guidelines aim to:

- Promote the responsible adoption of AI technologies in classrooms and administrative functions.
- Safeguard the privacy, safety, and dignity of all users.
- Mitigate risks associated with bias, misinformation, and misuse.
- Reinforce ethical, equitable, and inclusive AI practices.
- Align AI integration with the district's mission, values, and legal obligations.
- Incorporate practices that reflect the real-world presence of AI tools in both professional and personal environments.
- Support continuous improvement based on best practices.
- Embed reflective questions for educators and students about AI's role in teaching, learning, and life beyond school.

2.0 Authority

These guidelines align with:

- Emerging international standards, such as the EU AI Act.
- Federal laws such as the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA).
- NYS Education Law 2-d, and other relevant state laws and statutes.

- Guidance from the U.S. Department of Education on AI and education frameworks
- Board of Education policies, including the Code of Conduct and Acceptable Use of Technology.

3.0 Definitions

Artificial Intelligence (AI): Computer systems designed to simulate human intelligence, capable of performing tasks such as decision-making, content generation, and data analysis. AI tools are already embedded in everyday tools such as email spam filters, search engines, navigation apps, speech-to-text systems, grammar checkers, and autocomplete features.

Generative AI (GenAI): A subset of AI that creates new content (text, images, code, etc.) in response to user prompts, based on training data. These tools can generate large volumes of authentic-seeming language, images, video, or audio. Examples include ChatGPT, DALL-E, Grammarly, and MagicSchool.

AI Systems: Applications, platforms, or tools utilizing AI to support decision-making, creativity, or learning outcomes.

Human-Centered AI: AI use that ensures human oversight, ethical reasoning, and continuous reflection. It acknowledges that AI should augment rather than replace human roles. (Also referred to as *Augmented Intelligence*)

AI Risk Classification (Adapted from EU AI Act):

Risk Level	What it Means	Example Tools/Uses	Oversight Required
● Minimal Risk	Low-risk tools that are unlikely to affect anyone's rights or safety	AI spell checkers, grammar and style assistants, timetable scheduling tools, and systems that suggest educational resources	None
● Limited Risk	Users must be clearly informed when they are interacting with AI or viewing AI-generated content	AI-generated lesson content (realistic deepfake-style images, videos, and audio), chatbots for student support,	Teacher Discretion

teaching assistants with conversational interfaces, and content creation tools used in class.

● High Risk	Tools that directly impact educational opportunities and outcomes. They require risk management and human oversight	AI systems used for evaluating learning outcomes, determining appropriate education levels, test monitoring, and automated grading.	BCTA Technology Committee
● Unacceptable	Tools that pose unacceptable risks to fundamental rights	Emotional recognition systems, predictive behavioral profiling for preemptive discipline, unvetted biometric surveillance, and automated grading of students and evaluation of staff with no human validation.	Prohibited

4.0 Information Statement

4.1 Use of AI Systems

AI systems can be used to enhance learning, streamline operations, and improve accessibility. Examples include:

- Personalized learning platforms
- Automated grading and feedback tools
- Language translation systems
- Operational tools such as scheduling and performance reporting

AI systems should serve as *thinking partners*, not content factories.

All AI use must:

- Be purposeful and transparent.
- Comply with legal and privacy frameworks (FERPA, COPPA, NYS Ed Law 2-d).
- Encourage iterative engagement and critical thinking.
- Never automate high-stakes decisions without human oversight.

4.2 Human Oversight

Human judgment is central. AI systems must not replace, but rather should complement human decision-making. All outputs must be reviewed by a human for accuracy, fairness, and contextual understanding. Final decisions impacting students or staff must remain under human oversight. Fully automated decisions without human review are prohibited.

4.3 Transparency

The district will disclose when AI technologies are used in interactions with students, parents, or staff. Users will be informed when engaging with AI-powered systems.

5.0 Guidelines for Use

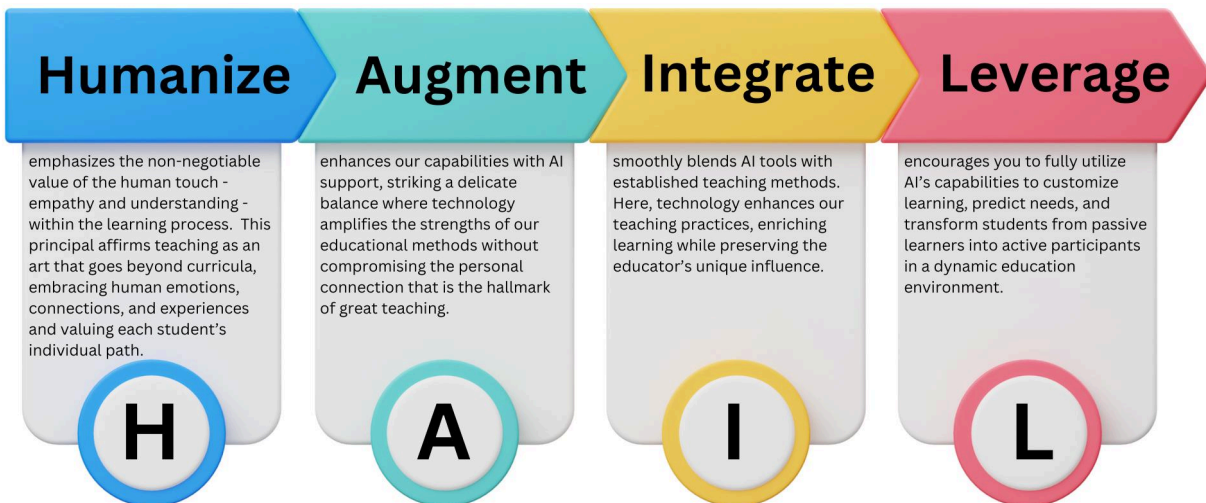
5.1 For Students

- Students may use AI tools positively and constructively under teacher guidance. In some cases, AI use may be required for assignments.
- Students must be critical users of AI, evaluating its outputs for bias or inaccuracy.
- Full disclosure is required: Footnotes, comments, or quotations must specify how AI contributed to the work. Undisclosed use is considered a violation of BOE Policy 5300 - Code of Conduct.
- Students are responsible for the content they submit, regardless of whether it was aided by AI.
- AI misuse, including plagiarism, overreliance, bullying, or creation of harmful content, is prohibited.
- Acceptable uses include:
 - Sparking creativity (e.g., writing, visual art, music)
 - Supporting group work and communication
 - Providing translation or language practice
 - Offering customized review tools and learning aids

5.2 For Faculty

- Faculty are encouraged to use AI to improve instructional practices. Faculty may use Generative AI to enhance lesson planning, feedback, and operations.
- Faculty are expected to adopt a humanizing model such as the HAIL (Human-AI Learning) Model, a pioneering approach for harmonizing AI and human facets in education, given its transformative potential.
 - **Humanize** emphasizes human connection, empathy, and understanding
 - **Augment** focuses on enhancing existing practices with AI tools
 - **Integrate** encourages the seamless incorporation of AI tools into the curriculum

- **Leverage** promotes utilizing AI to transform learning experiences and customize learning



Adapted from: Lang-Raad, N. D. (2025). *The AI assist: Strategies for integrating AI into the very human act of teaching*. ASCD:ISTE.

- Instructional staff must be clear about expectations for AI use. If misuse is suspected, teachers may require students to demonstrate understanding through alternative methods. (Note: AI cannot be a source of evidence for detecting AI-generated content/misuse)
- Guidelines for AI usage by students should be developed at the course level for major common assignments (product) to be consistent with the district's "Grading for Equity" initiative. The AI Usage Scale linked below must be included within each course syllabus per

[MOU - Communication Expectations - 2026](#)

- [PDF AI Usage Scale](#)
- Educators must:
 - Evaluate the purpose, safety, and relevance of AI tools.
 - Use only district-vetted and age-appropriate tools (refer to [SDPC](#) for approvals).
 - Review AI outputs before use.
 - Provide clear guidance on permissible student use.
 - Avoid entering student work into AI systems that may violate copyright or privacy laws.
- Prohibited uses include reliance on unvetted tools, privacy violations, and use that undermines academic integrity or student agency.
- AI can support:
 - Planning and communication
 - Continuous professional development
 - Operational processes and research

5.3 For Administration

- Administrators are encouraged to adopt AI to streamline workflows and improve productivity.
- Tools must be vetted through the appropriate district channels.
- AI should support, not replace, human-centered leadership.

- Oversight must be maintained to avoid bias, inequity, or ethical breaches.

5.4 Requirements and Safeguards

- AI must not be used to input or expose:
 - Student PII (protected by FERPA, Ed Law 2-d)
 - Staff confidential or personnel data
 - District-sensitive or FOIL-exempt information
- Users must ensure copyright and intellectual property protections are not violated.
- Employees must obtain supervisor approval before using Generative AI tools for professional purposes and remain accountable for final outputs.
- Staff must consult the District's Data Protection Officer when questions about legal compliance arise.

6.0 Risk Assessment and Equity

6.1 Bias Mitigation

Staff and students will receive training to recognize and address AI bias. District-approved tools will be periodically reviewed for fairness, accuracy, and inclusive representation.

6.2 Equity and Accessibility

The District ensures that all students have access to AI tools through district-issued devices and routinely adopts educational AI platforms (e.g., MagicSchool, Gemini, Canva) to support learning.

The District further acknowledges the limitations of AI detection technologies, which can produce inaccurate results and may introduce bias, particularly impacting English Language Learners. Accordingly, AI detection will not serve as the sole measure of academic integrity.

The District also recognizes that AI systems may reflect biases present in their training data, including racial, gender, and linguistic biases. For this reason, careful selection, monitoring, and instructional framing are necessary to ensure that AI tools are applied responsibly and equitably.

Finally, all AI-supported resources and applications must be age-appropriate, inclusive, and equitable, aligning with the District's commitment to culturally responsive and accessible education for every learner.

7.0 Monitoring and Accountability

- The District will maintain a dynamic inventory of AI systems.
- The BCTA Technology Committee (Chief Technology Officer, Instructional Technology Specialists, Instructional Technology Coaches, and Instructional Technology Liaisons) will review usage and outputs periodically to ensure accuracy, reliability, and fairness.
- Tools classified as high risk will undergo regular review.
- Violations of these guidelines will be subject to investigation and disciplinary procedures per the district's Employee Handbook, Code of Conduct, and applicable policies.

8.0 Training and Implementation

- Ongoing professional learning will include legal implications of AI, identifying appropriate versus high-risk applications, and strategies to ensure instructional equity.
- Instructional leaders will receive support to guide student use of Generative AI aligned with academic goals.
- The District will extend training on Generative AI beyond teachers to include operational staff, as applicable.
- Students will be, at a minimum, taught how AI works and its limitations, how to use AI ethically and effectively, and how to evaluate AI content for reliability.
 - Resource:

<https://digitalpromise.org/2024/06/18/ai-literacy-a-framework-to-understand-evaluate-and-use-emerging-technology/>

9.0 Examples

Examples of Acceptable AI Use Cases	Examples of Prohibited AI Use Cases
<ol style="list-style-type: none"> 1. Adaptive learning platforms to personalize instruction 2. AI-driven tools for grading and feedback 3. Chatbots to streamline administrative tasks 4. AI-supported instructional planning and communication 5. Student creativity and brainstorming tools 6. Translation and accessibility supports 	<ol style="list-style-type: none"> 1. Using AI to make high-stakes educational or disciplinary decisions without human review 2. Unauthorized use of generative AI to complete assignments 3. Sharing personally identifiable information (PII) with unapproved AI systems 4. Use of AI for impersonation, harassment, or misinformation

7. Administrative tasks like inventory management and energy tracking
8. Administrators using AI to generate reports or summaries
9. Generating quiz questions from a reading assignment

5. AI use that violates copyright, ethical, or academic standards
6. Staff use of specific Generative AI tools without district approval
7. Inputting student or staff work into AI tools without understanding and addressing privacy or copyright risks