

# Dunlap AI Policy & Educator/Student-Use Guidance

Dunlap Board of Education Meeting  
Wednesday, April 15, 2026  
Dunlap High School Town Center



**Dunlap Community**  
**Unit School District #323**

*Preparing Every Student to Succeed Each Day*

# What the Board is Being Asked to Approve in May



## Dunlap Community Unit School District #323: Board Policy 6:236 Proposal May 20, 2026 Board of Education Meeting

### Policy 6:236: Artificial Intelligence Educator & Student Guidance

#### Purpose

The Dunlap Community Unit School District #323 (hereinafter, "District") is committed to providing students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As schools prepare students for a future that demands adaptability, critical thinking, and increased digital literacy, the District recognizes the potential of artificial intelligence (AI) and other related technologies.

This policy establishes guidelines for the ethical, equitable, and effective integration of artificial intelligence technologies in district schools to enhance both administrative functions and teaching and learning for all students and educators.

#### Guiding Principles

The use of AI in the District will ensure:

- Students and educators remain at the center of education.
- Evidence-based AI technology enhances the educational experience.
- Ongoing education with and about AI for all students.
- Equitable access to and use of AI tools.
- The ethical development and use of AI technology and strong data protection practices.

#### A Shared Understanding

To ensure that students, educators, staff members, and community stakeholders are able to mutually discuss artificial intelligence, common terminology and definitions are provided below. As technology continues to advance and evolve, so, too, will this list.

#### Common Definitions

##### ALGORITHMIC BIAS:

"Systematic, unwanted unfairness in how a computer detects patterns or automates decisions," often based on characteristics and identities such as age, class, culture, disability status, ethnicity, gender, location, nationality, political affiliation, race, religious background and practices, and/or sexuality.

##### ARTIFICIAL INTELLIGENCE (AI):

Machine-based systems are designed around human-defined objectives to perform tasks that would otherwise require human or animal intelligence.

##### AI LITERACY:

Understanding what it means to learn with and about AI while gaining specific knowledge about how artificial intelligence works, the skills necessary to master AI tools, and how to critically navigate the benefits and risks of this technology.

Click to View  
Full Policy



# Presentation Objective & Outline



## Objective

- Provide an overview of the prefatory work in pursuit of creating a Board Policy for Artificial Intelligence (AI) and guidance for educators and students.

## Outline

- I. Review AI Initiative Timeline
- II. Highlight Stakeholder Feedback
- III. Provide an Overview of Proposed Policy
- IV. Provide an Overview of Educator & Student Guidance

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# Board Policy 6:235 - Access to Electronic Networks



## Use of Artificial Intelligence (AI)-Enabled Tools

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies [1:30](#), *School District Philosophy*, and [7:345](#), *Use of Educational Technologies; Student Data Privacy and Security*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.


Dunlap DPAs

Educator &  
Student Guidance  
Handbook



# AI Initiative Timeline & Compliance

# Setting a Course

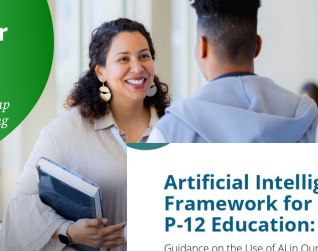



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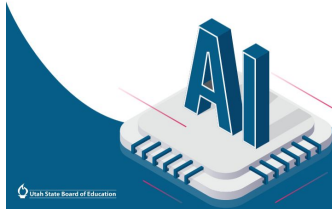
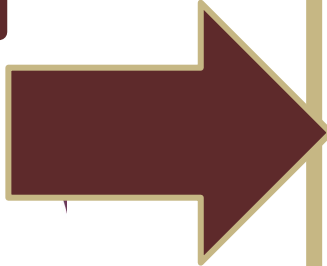
**SY 2026 Professional Development Needs Assessment Survey**

This survey is designed to gather staff input on professional development needs for the 2025-26 school year, with a continued emphasis on effective use of educational technology tools and applications already in use across the district. For SY 2026, a spotlight focus will also be on artificial intelligence to help guide future learning opportunities and support staff readiness for integration.

**AI Toolkit for School Districts**  
A district-focused roadmap for thoughtful AI planning



**Artificial Intelligence Framework for Utah P-12 Education:**  
Guidance on the Use of AI in Our Schools



**2025-26 Artificial Intelligence Professional Development Plan**



**Goal Statement**

During the 2025-26 school year, Dunlap CUSD #323 administration, staff, and stakeholders will work to expand their understanding of artificial intelligence and develop guidance for ethical, age-appropriate at each level.

Date	Activity	Participants
September 19 SIP Afternoon	<ul style="list-style-type: none"> <li>AI Overview</li> <li>Complete AI Mission &amp; Vision Reflection Questions</li> <li>Complete AI Mapping Activity</li> <li>AI Resource Playground: The Teacher &amp; Student Perspective                             <ul style="list-style-type: none"> <li>Create a short-term goal to use AI as it relates to one of your duties</li> </ul> </li> </ul>	Middle & High School
October 13 Institute Day	<ul style="list-style-type: none"> <li>AI Keynote</li> <li>Breakout sessions including AI-specific training</li> </ul>	All Staff
October District Leadership Team	<ul style="list-style-type: none"> <li>Provide AI overview &amp; potential role of AI in schools</li> <li>Discuss district's steps toward creating guidance for staff and students</li> <li>Collect parent/guardian feedback</li> </ul>	
November 14 SIP Afternoon	<ul style="list-style-type: none"> <li>AI Overview</li> <li>Complete AI Mission &amp; Vision Reflection Questions</li> <li>Complete AI Mapping Activity</li> <li>AI Resource Playground: The Teacher &amp; Student Perspective                             <ul style="list-style-type: none"> <li>Create a short-term goal to use AI as it relates to one of your duties</li> </ul> </li> </ul>	Elementary
January PLC	<ul style="list-style-type: none"> <li>Review draft AI guidance from September &amp; November Institute Days</li> <li>AI Resource Review Activity                             <ul style="list-style-type: none"> <li>Sample various AI resources and provide feedback for staff/student use</li> </ul> </li> </ul>	All Staff
February 13 SIP Afternoon	<ul style="list-style-type: none"> <li>Complete AI pilot goal for use within professional practice (student inclusive)</li> <li>Curate resources and create lesson plan for student use</li> </ul>	Middle & High School
March 13 SIP Afternoon	<ul style="list-style-type: none"> <li>Complete AI pilot goal for use within professional practice (student inclusive)</li> <li>Curate resources and create lesson plan for student use</li> </ul>	Elementary
March/April PLC	<ul style="list-style-type: none"> <li>Provide feedback on AI use within on-stage and off-stage pilot use</li> </ul>	All Staff
April/May	<ul style="list-style-type: none"> <li>Present AI findings to Board of Education</li> <li>Present AI Policy to Board of Education</li> </ul>	Administration

# SIP Focus for SY 2026



## AI PLAYGROUND:

*New/Newer-to-AI Users*

Session 3  
Friday, September 19, 2025  
School Improvement Afternoon



## Artificial Intelligence “Playground” for Elementary Teachers

Session 2  
Friday, November 14, 2025  
School Improvement Afternoon



## AI & Student Use

Friday, February 13, 2026  
School Improvement Afternoon | DVMS



## AI & Student Use for Elementary Teachers

Friday, March 13, 2026  
School Improvement Afternoon | HGES



### Professional Development Survey

2025 - 2026 School Year

#### February 13, 2026 School Improvement Day

Your email will be recorded when you submit this form

\* Indicates required question

#### AI Teacher Use Goal Reflection

At your last district-led SIP afternoon, you were given an opportunity to develop a personalized goal.  
Your goal included:  
- a **functionality** that you want to have AI help you with over the next few months  
- which **AI tool(s)** will help you accomplish your goal  
- which **Domains & Components** align best

**Reflect on your AI teacher use goal here.** What did you learn about the tool? \*  
What aspects did you find helpful or challenging? Has your practice changed as a result of this goal? If so, how?

Your answer

What questions or concerns remain?

Your answer

At this point in time, which of these categories do you most closely identify with when it comes to AI integration? \*

- The Anxious Beginner (You are cautiously still just starting to use AI)
- The Curious Explorer (You see the potential of AI and continue to see what else it can do to help you)
- The Confident Integrator (You are confident on when best to use AI to streamline tasks and which tool(s) would be best to use)

Back Next Clear form





# Highlight Stakeholder Feedback

# Feedback Process



Feedback from Dunlap staff was collected throughout the year to inform policy development and professional learning priorities.

## Fall SIP Days

Staff offered feedback on AI knowledge, the vision for its use, and related professional development needs.

## Curriculum Councils

Staff reviewed policies from other school districts to from other school districts to serve as models for drafting Dunlap's AI policy.

## Spring SIP Days

Staff evaluated the initial draft of Dunlap's AI policy and guidance to provide feedback tailored to our local context.

# Feedback Process



Two informational nights for Dunlap Community Stakeholders were held to capture feedback.



## Elementary Community Conversation: *Artificial Intelligence and Learning*

Families of Dunlap **elementary** students are invited to join the Dunlap Curriculum Department for an informational night about the future of AI for students and provide feedback on Dunlap's AI policy.



Wednesday, February 25th



6:00 PM



Hickory Grove Elementary School



Please RSVP by Friday, February 20<sup>th</sup> using the link below



**Dunlap Community  
Unit School District #323**  
*Preparing Every Student to Succeed Each Day*

## Secondary Community Conversation: *Artificial Intelligence and Learning*

Families of **secondary** students join the Dunlap Curriculum Department for an informational night about the future of AI for students and provide feedback on Dunlap's AI policy.



Wednesday, March 4th



6:00 PM



Dunlap Valley Middle School



Please RSVP by Friday, February 27<sup>th</sup> using the link below



# Feedback Themes & Updates



Themes	Updates
<ul style="list-style-type: none"><li>● Ensure clear policy &amp; accountability</li><li>● Clarifying AI's role in learning and development</li><li>● Instructional guidance &amp; consistency</li><li>● Transparency &amp; citation requirements</li><li>● Support for AI skills development</li></ul>	<ul style="list-style-type: none"><li>● Emphasis on academic integrity and instructional mastery</li><li>● Inclusion of handbook policies for accountability</li><li>● Specific guidance for World Language courses, AI Citations, and IEP usage</li><li>● Revised AI Usage Levels</li></ul>



# Overview of Proposed Policy

# Lead with a Strong Purpose Tied to Our Strategic Plan



## Dunlap Community Unit School District #323 Strategic Plan

Adopted July 19, 2023

### Purpose

The Dunlap Community Unit School District #323 (hereinafter, "District") is committed to providing students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As schools prepare students for a future that demands adaptability, critical thinking, and increased digital literacy, the District recognizes the potential of artificial intelligence (AI) and other related technologies.

This policy establishes guidelines for the ethical, equitable, and effective integration of artificial intelligence technologies in district schools to enhance both administrative functions and teaching and learning for all students and educators.

Mission Statement  
Preparing Every Student  
to Succeed Each Day

### Vision

- Prepare each student to be:
- ★ Motivated lifelong learners
  - ★ Creative critical thinkers
  - ★ Effective communicators
  - ★ Collaborative problem solvers
  - ★ Culturally & environmentally responsible citizens
  - ★ Accountable to themselves, their school & their community

### Core Values and Beliefs in Dunlap CUSD #323

- ★ We model **INTEGRITY** by doing what's right even when no one is watching.
- ★ We expect open **COMMUNICATION** and the honest exchange of ideas and information.
- ★ We show **RESPECT** by accepting others and valuing differences.
- ★ We strive to continuously **LEARN** and explore.
- ★ We **PERSEVERE** through challenges and adversity.
- ★ We believe in the power of **TEAMWORK**.
- ★ We value an **INCLUSIVE ENVIRONMENT** that promotes acceptance and belonging.
- ★ We prioritize physical, social and emotional **SAFETY** for all.

### Goals



#### FACILITIES

Develop a Master Facilities Plan based on projected enrollment, demographics, community goals and anticipated needs that supports academic, athletic and activity goals.



#### ACADEMICS & ACHIEVEMENT

Create opportunities for students to explore college and career pathways.  
Utilize stakeholder feedback and applicable data to create/revise Curriculum, Special Education and Student Services Department Plans.



#### FINANCE

Manage District finances to support our goals while maintaining fiscal stability.  
Structure new bonds for construction while maintaining a competitive tax rate.



#### COMMUNICATION

Build a comprehensive plan for stakeholders to access relevant information efficiently through a robust website.  
Remove variability in academic and extracurricular software applications at middle and high school levels.



#### SAFETY

Maximize resources to respond to social, physical and emotional health needs for all students and staff.  
Pursue opportunities to optimize wellness, safety and security.

# Clearly Articulate AI's Intended Use within D323



## Guiding Principles

The use of AI in the District will ensure:

**1**

**Students and educators remain at the center of education.**

**2**

**Evidence-based AI technology enhances the educational experience.**

**3**

**Ongoing education with and about AI for all students.**

**4**

**Equitable access to and use of AI tools.**

**5**

**The ethical development and use of AI technology and strong data protection practices.**

# List District's Commitments Surrounding AI



**Equitable Access**

**Student and Educator  
Data Privacy**

**Algorithmic Bias  
& Fairness**

**Vendor & Tool Selection**

**Professional Learning  
Opportunities**

**AI Literacy &  
Curriculum Integration**

**Continuous Improvement**



# Overview of Educator & Student-Use Guidance

# Educator, Staff, & Student Guidance



- Responsible and Ethical Use
- Approved and Compliant Applications
- Emphasis on Instructional Mastery
- Teacher “In the Loop”
- Continuous Improvement and Revisions



**1**

**AI as a Co-Pilot, Not the Pilot**

Use AI to brainstorm, outline, summarize, or explain complex topics. Do not use it to generate final work that you pass off as your own.

**2**

**Verification is Vital**

AI creates credible-sounding "hallucinations." You remain responsible for the accuracy of every word you submit.

**3**

**Focus on Future Readiness**

The goal of this institution is to prepare you for the future. By maintaining integrity and doing the cognitive lifting yourself, you ensure that you possess the critical thinking skills necessary to lead in an AI-driven world.

# AI Instructional Focuses



## AI Instruction Guidance

The table below outlines age-appropriate instructional focuses and descriptions of lessons centered around AI. As scope and sequences evolve, more specific guidance will be developed.

Pg. 11

Grades	Instructional Focus	Description
K-2	Awareness & Observation	Help students understand that AI is a computer program, not a person, and does not have feelings. Any student's use of AI tools requires full teacher supervision.
3-5	Guided Use & Ethical Awareness	Help students spot AI in the world around them and understand how it makes choices. Discussions can focus on why it is important to be fair, safe, and private when using technology. Student AI use only when specifically instructed and guided by a teacher.
6-8	Interactive Use & Critical Thinking	Encourage students to utilize AI as a collaborative partner to brainstorm topics and organize initial thoughts. Help students understand their role as a critical editor: verify all information for accuracy, screen for potential bias, and maintain academic integrity by being fully transparent about how and when AI was used in assignments.
9-12	Independent Use & Responsible Evaluation	Support thoughtful, independent use of AI to enhance learning. Emphasize academic integrity, responsible use, and help students connect AI to college, careers, and civic life.



## AI Usage Levels for Middle & High School Students

The chart below outlines the levels at which students may use artificial intelligence (AI) on a given assignment at the secondary level (grades sixth through twelfth-grade). **Unless otherwise noted, students are to assume an assignment has a "Level 0" AI use.**

Level of AI Use		Description of AI Use	Disclosure Requirements
0	<b>No AI Use</b>	Students are not to use artificial intelligence at any point of the task-completion process. Students are required to complete the assigned work independently.	AI disclosure may be required, including an academic integrity statement ensuring that AI was not utilized.
1	<b>AI-Assisted Idea Generation, Structuring, &amp; Editing</b>	No AI content is allowed in the final submission. AI can be used in the assignment for brainstorming, creating structures, and generating ideas for improving the clarity or quality of student-created work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	<b>AI for Specific Task Completion</b>	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI-generated content and evaluating its output. Students are responsible for providing human oversight and evaluation of all AI-generated content.	All AI-created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
3	<b>Full AI Use with Human Oversight</b>	You may use AI throughout your assignment to support your own work in any way deemed necessary. AI should be a "co-pilot" to enhance human creativity. Student is responsible for providing human oversight and evaluation of all AI-generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

# Maintaining Academic Integrity



## Academic Integrity Statement

The following statements should be utilized when creating course syllabi.

Pg. 15

### ➤ Syllabus Statement

“Unless told otherwise, artificial intelligence (AI) is **not** to be used when completing assignments, projects, papers, quizzes, tests, or any such assignment that measures your understanding of course content. When AI is allowed, specific guidance as to how much AI can be used and cited before work can be submitted. By signing the acknowledgement of this course syllabus, you agree to understand when and how AI will be utilized.”



Syllabus  
statement used  
across courses.

Assignment  
statements to be  
used as needed.



## Suggested Academic Integrity Statements Used at Educators' Discretion

The sample statements below can be utilized by educators as needed to ensure academic integrity on given assignments and assessments.

### ➤ Assignment Sheet/Rubric Statement - NO AI USED

“My written name at the top of this sheet indicates that artificial intelligence (AI) was not used in the creation of this work and is entirely self-constructed and original in its nature, based on the expectations outlined in the assignment's directions.”

### ➤ Assignment Sheet/Rubric Statement - AI ALLOWED

“My written name at the top of this sheet indicates my understanding of the level of AI allowed within the completion of this assignment. As required, I have included a complete explanation as to how AI was used, provided link(s) to AI chat(s), and cited appropriately (if required).”



## Guidance for Students

### AI and Use in World Language Courses

Since the goal is for students to be able to communicate, the use of Artificial Intelligence (AI) is strictly limited in world language classrooms.

#### Written and Spoken Work

To receive credit, all written and spoken output must be 100% student-original work.

- Students may not use AI (such as ChatGPT, Gemini, or translation tools) to generate essays, dialogues, or answers, even partially.
- If AI writes or speaks for students, they are not practicing the skill, and therefore, are not learning.

#### Use of Translation Tools

In many contexts, translation apps are useful tools. However, in a language classroom, translation apps are not considered "assistive technology."

- *Reading & Listening:* Understanding text and speech are specific, real-world skills you are required to master. If an app translates a reading passage or interprets audio for students, it has bypassed the very skill they are being graded on.
- *Vocabulary:* Students must rely on their own knowledge and approved course resources (like a specifically assigned dictionary) rather than sentence-level translators.

World Language  
Pg. 19

## Guidance for Students

### Formally Citing AI Use

Even if the AI isn't an author, transparency about its use is required. Students should cite a generative AI tool whenever they...

1. Paraphrase content the AI generated (rewrite its ideas in your own words),
2. Quote any text produced by the AI,
3. Incorporate AI-generated images, data, or other content into your work,
4. Use the tool functionally (e.g., to translate, edit, summarize), and your instructor expects acknowledgment of that use

### What Must an AI Citation Include?

Unless directed otherwise by a teacher, Dunlap CUSD #323 follows Modern Language Association's (MLA) standards when creating academic/formal documents. MLA treats generative AI as *sources* but with specific requirements.

1. *Title of Source:* Use a short description of what the AI generated or the prompt you gave.
2. *Title of Container:* The name of the AI tool utilized (e.g. Google Gemini)
3. *Version:* Include the version name/date of the tool if available (e.g. Google Gemini 3.5)
4. *Publisher:* The company that created the AI application. (e.g. Google)
5. *Date:* The date the content was generated.
6. *Location:* The url for the tool.

Citations  
Pgs. 20-21

# Ensuring Clear, Transparent Communication



The AI Policy & Guidance Document will be placed on the District website.



## ARTIFICIAL INTELLIGENCE POLICY & GUIDANCE

BOARD POLICY  
EDUCATOR GUIDANCE  
STUDENT-USE GUIDANCE

Dunlap Community Unit  
School District #323  
Version 2.0



### Table of Contents



#### Board Policy - Pages 4-7

The proposed Board Policy for the use and incorporation of Artificial Intelligence can be found on pages 3-6. The policy outlines the purpose and intent of AI use within the district, creates common definitions, and outlines processes for application use and ongoing reflection.



#### Educator & Staff Guidance - Pages 8-16

Educator and Staff guidance for AI use centers around providing opportunities to allow students to use AI responsibly in a controlled environment, while also providing specific guidelines as to how educators can clearly communicate AI acceptable use on a given assignment.



#### Student Use Guidance - Pages 17-21

Unless otherwise stated, students are to safely assume that AI is not to be used on a given assignment. This section of the guidance document outlines student expectations and the importance of students using AI responsibly when allowed to do so.



**Questions?**