

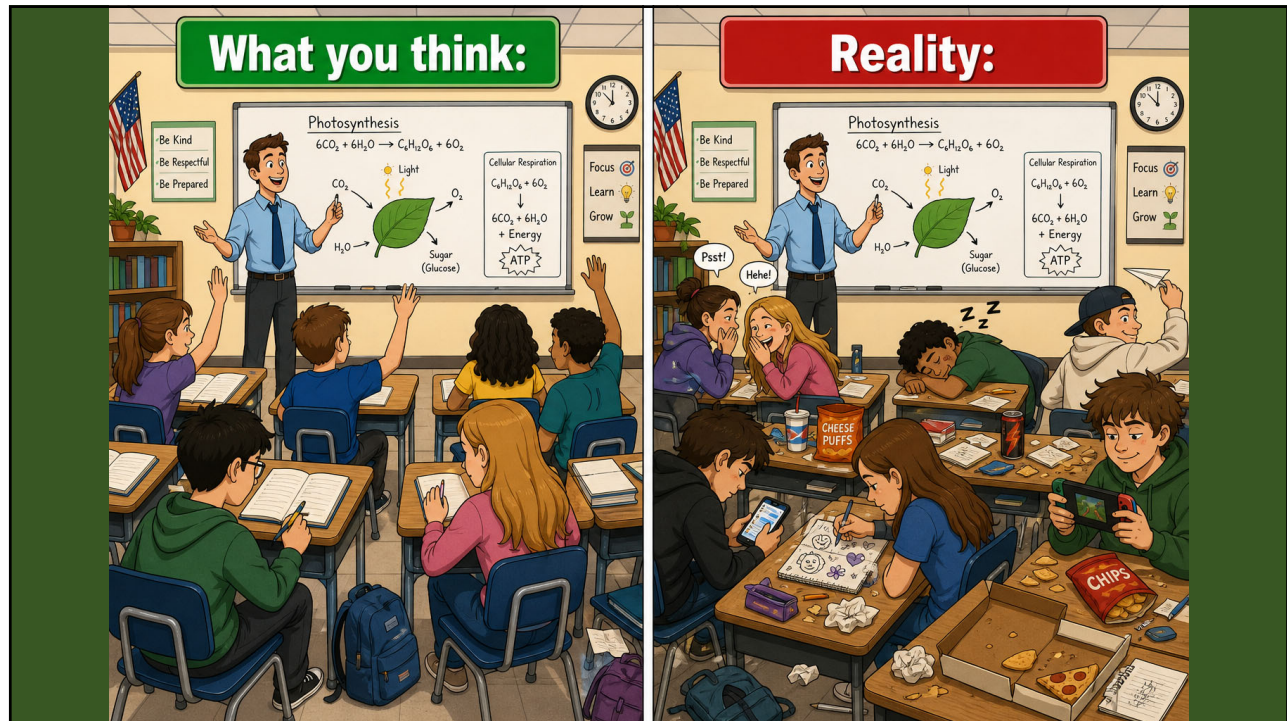
HALF-DAY PROFESSIONAL LEARNING · 3 HOURS 10 MIN

AI in the High School Classroom

Get your time back. Then make students think harder, not less.

Facilitated by Ken Sims and Brian Logan · University of the Cumberland
School of Computer Information Sciences – Department of Undergraduate Information Technology

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2

Rules of Technology by Douglas Adams

- 1.** Anything that is in the world when you're born is normal and ordinary and is just a natural part of the way the world works.
- 2.** Anything that's invented between when you're fifteen and thirty-five is new and exciting and revolutionary and you can probably get a career in it.
- 3.** Anything invented after you're thirty-five is against the natural order of things.

3

PART ONE

What is AI?

Fifteen minutes of vocabulary so the rest of the day makes sense — and so you can tell hype from description.

4

VOCABULARY

Three words you need: AI, LLM, token

AI

Artificial intelligence

An umbrella term, not a product. Any system doing something that used to require a person. Your spam filter is AI. So is the chess engine and the app that reads your license plate. The term is seventy years old and covers an enormous range.

LLM

Large language model

The specific kind behind ChatGPT, Claude, and Gemini. "Large" means it was trained on a staggering amount of text. "Language model" means it does exactly one thing: given the text so far, guess what comes next.

Token

The unit it actually reads

A chunk of text — roughly four characters, or about three quarters of a word. The model never sees words, sentences, or ideas. It sees tokens, and it predicts the next one. That is the whole machine.

WHAT THE MODEL ACTUALLY SEES

The mito chond ria is the power house of the → cell

Ten tokens in, one token out. Then it does it again, using its own answer as part of the next input. Everything else — the essay, the rubric, the lesson plan — is that loop, a few thousand times.

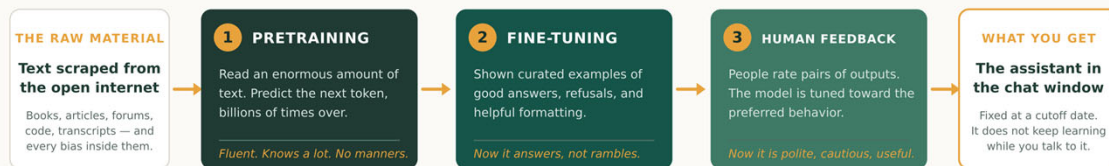
AI in the High School Classroom · Part 1 · Vocabulary

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TRAINING

How one of these gets built

Three stages, months of computation, and then it freezes. Understanding this explains most of the odd behavior you will run into.



Stage 1 is where the knowledge comes from — and where the training cutoff, the energy cost, and the inherited bias all come from too.

Knowledge cutoff

It stops learning the day training ends. Ask about last week and it will guess unless it can search.

Inherited bias

Stage 1 is the open internet. Whatever is over-represented there is over-represented in the answers.

It is not studying you

In most education tiers your chats are not used to retrain the model — but that is a product setting, so verify it.

AI in the High School Classroom · Part 1 · Training

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THE LANDSCAPE · AUGUST 2026

Who actually builds these

US frontier labs

OpenAI

ChatGPT, GPT-5 family

Anthropic

Claude — Opus, Sonnet, Haiku

Google DeepMind

Gemini

xAI

Grok

Meta

Llama — open weights

Amazon

Nova

Outside the US

Mistral

France — open weights + paid tier

DeepSeek

China — very low cost

Alibaba

Qwen — open weights

Moonshot

Kimi

Z.ai

GLM

Open-weight leadership has largely moved to Chinese labs.

Built on top — not model makers

MagicSchool, Brisk, Diffit

Teacher templates

Khanmigo, SchoolAI

Student tutoring

Microsoft Copilot

Largely OpenAI models

NotebookLM

Google's own Gemini

These are interfaces around someone else's model. Ask whose — it decides where your data goes.

Version numbers change every few months. The companies change slowly. Learn the companies, not the version numbers.

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TWO WORDS YOU WILL KEEP HEARING

Generative and agentic — one loop apart

GENERATIVE · you are the loop

You ask, it produces, it stops. One turn in, one artifact out. Every decision about what happens next is yours.

"Write me 20 questions on cell transport."

This is what almost everything on today's handout is.

AGENTIC · the loop runs itself

You give a goal. It plans steps, opens files, searches, checks its own work, and keeps going until it thinks it is done.

"Read this folder of drafts and flag the ones missing a thesis."

Powerful, and where the privacy stakes jump.

SAME UNDERNEATH

Same model, same training, same failure modes. Both invent facts with total confidence. Both need you to read the output. Both get dramatically better when you give them context. Agentic is not a smarter model — it is the same model handed tools and permission to keep going.

HOW THEY DIFFER

What you supervise

Cost of a mistake

What it can reach

Where to start

The output

One bad paragraph you notice

Only what you pasted in

Today. This is the safe half.

The whole process

Errors compound across steps you never saw

Whatever you connected it to — files, mail, systems

Later, on low-stakes work, watching every step.

AI in the High School Classroom · Part 1 · Generative vs agentic

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4

Data Centers & the AI Boom

How the race to build and run artificial intelligence is reshaping the world's computing infrastructure

132 GW

Global data center power demand in 2026 — up 27% from 104 GW in 2025

565 TWh

Global data center electricity consumption projected for 2026

31%

Share of 2026 data center power drawn by AI-optimized servers

Source: Gartner (2026 forecast)

9

Why AI Needs the Data Center

Training and running large AI models depends on physical infrastructure built and powered at unprecedented scale



Dense GPU Clusters

AI training and inference run on tightly packed clusters of GPUs and accelerators, drawing far more power and heat per server rack than traditional computing.



Explosive Power Growth

AI-focused data centers saw electricity use grow 50% in 2025 — more than 16 times faster than overall global electricity demand growth of 3%.



Scaling Toward 2030

Worldwide data center power demand is projected to reach roughly 290 GW by 2030 as generative AI adoption continues to accelerate.



Straining the Grid

The U.S. already faces a data center power shortfall of 9.3 GW in 2026, a gap projected to widen to 45 GW by 2028.

Source: Gartner (2026 forecast); IEA, Energy and AI

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DECISION GUIDE

Which AI should I use?

Match the tool to the job. You do not need more than two of these.

"I just want one tool to start with"	ChatGPT	Broadest feature set, most how-to content online, education tier available.
"Long documents and feedback on writing"	Claude	Handles very long text well; strong at critique and tone.
"Our school runs on Google Workspace"	Gemini	Lives inside Docs, Slides, and Classroom where you already work.
"A study guide from MY sources, nothing invented"	NotebookLM	Answers only from documents you upload. Best defense against made-up facts.
"I do not want to write prompts"	MagicSchool or Brisk	Pre-built teacher templates. Fill in blanks instead of composing a prompt.
"Students need tutoring I can see"	Khanmigo or SchoolAI	Built for student use, with teacher visibility into the conversations.
"Our IT department wants to host it"	Llama, Qwen, DeepSeek	Open weights that run on district hardware. Talk to your tech director.

Two rules override all of this: use what your district approved, and pick one general assistant plus one teacher tool.

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PART TWO

What is Artificial Intelligence good for — and when it is not.

Twenty minutes of accurate mental model saves you a year of bad expectations.

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MENTAL MODEL

It predicts. It does not look things up.

We just saw the mechanism: predict the next token, over and over. Here is what that means in practice. Fluency is the product of that process. Truth is a frequent side effect of it, not a guarantee.

1

It has no database to check.

Unless you give it a document or it searches the web, it is reconstructing from patterns.

2

Confidence is not calibrated.

A fabricated citation arrives in the same tone as a correct one.

3

It cannot count on being right about your context.

Your standards, your students, your district — it does not know them until you say so.

AI in the High School Classroom · Part 2 · Mental model

Wolfram
Article

The classroom analogy

Think of it as a brilliant, tireless, well-read student teacher who has read almost everything and remembers none of it precisely.

You would happily let that person draft your rubric, rough out a unit plan, or generate twenty discussion questions.

You would never let them file a grade, email a parent, or cite a source without you reading it first.

That instinct is the whole policy.

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CALIBRATION

Where it shines, where it fails

Reliably strong

- Rewriting the same content at four reading levels
- First drafts of rubrics, prompts, and question banks
- Summarizing and reorganizing text you supply
- Translating tone — formal to plain, clinical to warm
- Brainstorming volume: 25 hooks in 20 seconds
- Explaining a concept five different ways

Unreliable — verify every time

- Citations, page numbers, quotations, statistics
- Anything about your specific students or school
- Current events past its training window
- Multi-step arithmetic and hard proofs
- Judging student work without your rubric in hand
- Knowing what your standard actually requires

Pattern: it is strong on form and shape, weak on fact and specificity. Supply the facts; let it handle the shape.

AI in the High School Classroom · Part 2 · Calibration

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PRIVACY & FERPA

Three rules before you type anything

1

No student identifiers. Ever.

Names, IDs, birthdates, IEP text, disciplinary notes, health information. Describe the student instead: "a 10th grader reading two years below grade level." You lose nothing.

2

Know which tool your district approved.

Consumer accounts and district-licensed accounts are different products with different data agreements. Ask your tech director which one has a signed student data privacy agreement — before, not after.

3

Assume anything you paste may be retained.

Treat the box like a public forum, not a locked drawer. If it would be a problem in a screenshot, do not paste it.

FERPA did not change because the tool is new. The obligation is the same one you already carry.

AI in the High School Classroom · Part 2 · Privacy

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PART THREE

Getting your time back

Start where the work is repetitive, low-stakes, and already yours to judge.

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TEACHER PRODUCTIVITY

Eight jobs to hand off first

1

Differentiate a text

One article → four reading levels, plus a scaffolded version with vocabulary support.

2

Draft the rubric

Give it the assignment and the standard. Get a 4-level analytic rubric you then fix.

3

Build the question bank

20 items across DOK levels, tagged, with distractors that reflect real misconceptions.

4

Feedback starters

Paste anonymized writing plus your rubric. Get comment drafts you edit and own.

5

Parent communication

Bullet the facts, ask for a warm, specific, three-paragraph email. Then translate it.

6

Sub plans

A full day of standards-aligned, no-prep work in ten minutes instead of an hour at 5 a.m.

7

Unit skeletons

Standards in, a 3-week arc out — objectives, sequence, checkpoints. Editable clay, not marble.

8

Accommodation ideas

"Give me 10 supports for a student who struggles with working memory in lab settings."

Notice what is missing: assigning grades. Every one of these ends with you deciding.

AI in the High School Classroom · Part 3 · Use cases

17

4–8

hours per week

reported time savings among teachers who use AI tools consistently for planning, resource creation, and reporting.

Read that number carefully

- It comes from self-reported vendor and practitioner surveys, not controlled studies.
- "Consistently" is doing heavy lifting — savings arrive after the awkward first month, not during it.
- Time saved on drafting gets partly spent on reviewing. Net gain is real, but smaller than the headline.
- Your honest target for week one is one hour, on one task you already dread.

Modeling skepticism about AI claims is itself part of the lesson.

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SKILL · PROMPTING

Four parts to a prompt that works

ROLE

Who should it be?

"You are a 9th grade biology teacher in a Title I school."

TASK

What exactly do you want?

"Write a 5-question formative check on cell transport."

CONTEXT

What does it need to know?

"Students struggled with osmosis. Reading levels vary widely."

FORMAT

What should it look like?

"Table. Question, DOK level, answer, common misconception."

Then do the thing almost nobody does: read the output and say what is wrong with it. "Too easy. Question 3 gives away the answer. Make it harder and add a diagram-based item." The second draft is where the value is.

AI in the High School Classroom · Part 2 · Prompting

HANDS-ON

Think of something do daily.

1

Pick the task you named.

The rubric, the parent email, the article nobody can read. Real work only — no practice tasks.

2

Write the four-part prompt.

Role, task, context, format. Longer than feels natural. Aim for five sentences, not one.

3

Criticize the first draft out loud.

Tell the tool exactly what is wrong. Run it again. Do this at least twice.

4

Make it usable.

Edit the output yourself. You are the author; it was the intern.

Rules

- No student names or identifying details.
- Partner up if you have never opened one of these.
- If it gives you garbage, say so and try again — do not quit at draft one.
- Save your best prompt. You will reuse it.

Volunteers share the prompt that worked — not the output.

LANDSCAPE · AUGUST 2026

The tools, honestly sorted

General assistants

Do anything, know nothing about school. Most flexible; steepest prompting curve.

ChatGPT

The default. Broadest feature set; has an education tier.

Claude

Strong on long documents and writing feedback.

Gemini

Deepest integration if your school lives in Google Workspace.

NotebookLM

Point it at your own sources only. Best for study guides from your materials.

Built for teachers

Pre-built templates, less prompting, school-oriented data terms.

MagicSchool

80+ templates: rubrics, IEP drafts, report card comments. Generous free tier.

Brisk Teaching

Chrome extension living inside Google Docs, Slides, and Classroom.

Diffit

One job done well: leveling and adapting any text or article.

Khanmigo / SchoolAI

Student-facing tutoring with teacher visibility into the chats.

Advice: pick one general assistant and one teacher tool. Get fluent in two things rather than confused by nine. This list will be stale within a year — the prompting skill will not be.

AI in the High School Classroom · Part 3 · Tools

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PART FOUR

Integrity without the arms race

You cannot win by detecting harder. You can win by designing differently.

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ACADEMIC INTEGRITY

The detector trap

Vendors advertise 90–96% accuracy. Independent testing tells a messier story — and in a school, the errors are not evenly distributed.

61%

of essays by non-native English speakers were misclassified as AI-generated in a widely cited 2023 Stanford study — while native-speaker essays were scored near-perfectly.

20%+

typical accuracy drop once text has been paraphrased or lightly edited — which is exactly what a student trying to evade detection does.

0

detector outputs that constitute proof. A probability score is not evidence, and no major vendor claims otherwise in its own documentation.

The practical rule: never open an integrity conversation with a detector score. Your multilingual students and your careful, formulaic writers are the ones most likely to be falsely accused — and a false accusation costs more trust than the cheating you are trying to stop.

AI in the High School Classroom · Part 4 · Detection

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WHAT WORKS INSTEAD

Build a record of the process

If the only artifact you collect is the finished product, you have no evidence either way. Collect the making of it.

1 Version history

Google Docs and Word keep it automatically. A document that appeared in one paste at 11:47 p.m. tells its own story.

2 Anchor to the specific

Require our class discussion, our lab data, yesterday's argument, this student's own draft. Generic prompts get generic AI answers; specific prompts do not.

3 Short oral defense

Two minutes: "Walk me through your third paragraph." Nearly free, hard to fake, and better formative assessment than the essay was.

4 In-class writing baseline

One handwritten or supervised sample early in the term. Now voice shifts are visible without accusation.

5 Require the process artifacts

Outline, annotated sources, reflection on what changed and why. Grade the process, not only the product.

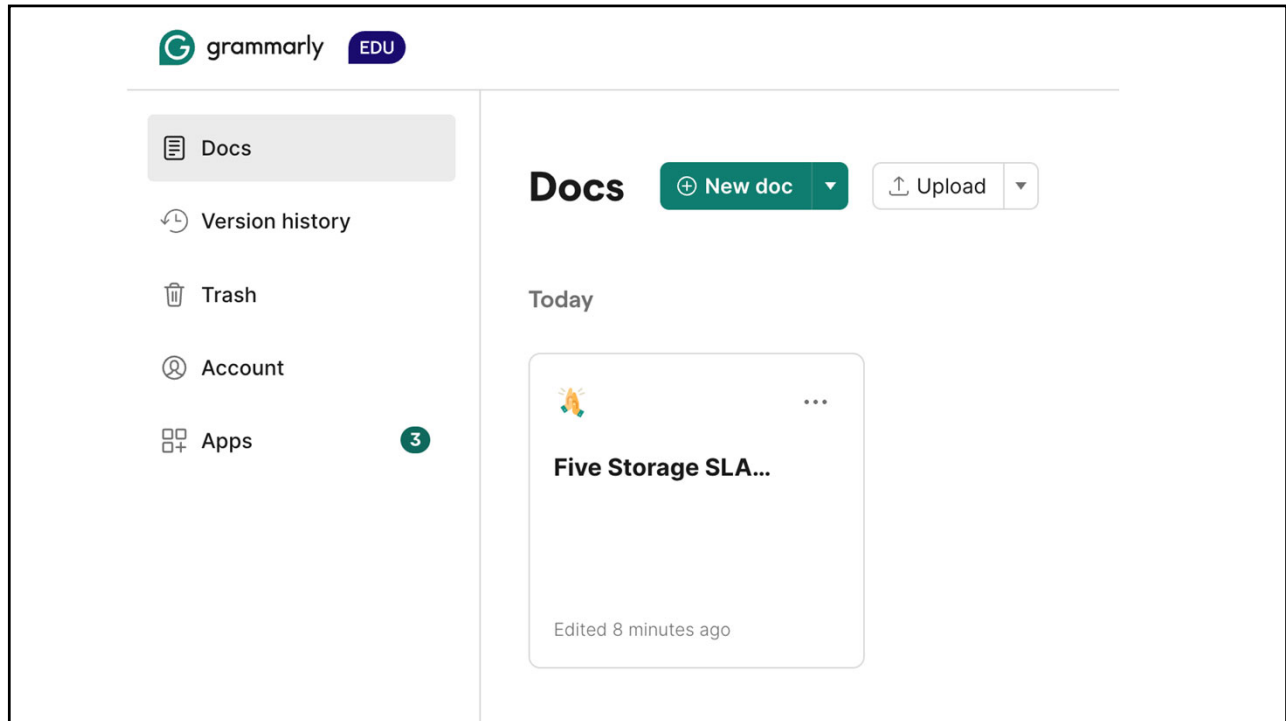
6 Ask for the AI transcript

If AI use is permitted at that level, make disclosure normal: paste the chat log in an appendix.

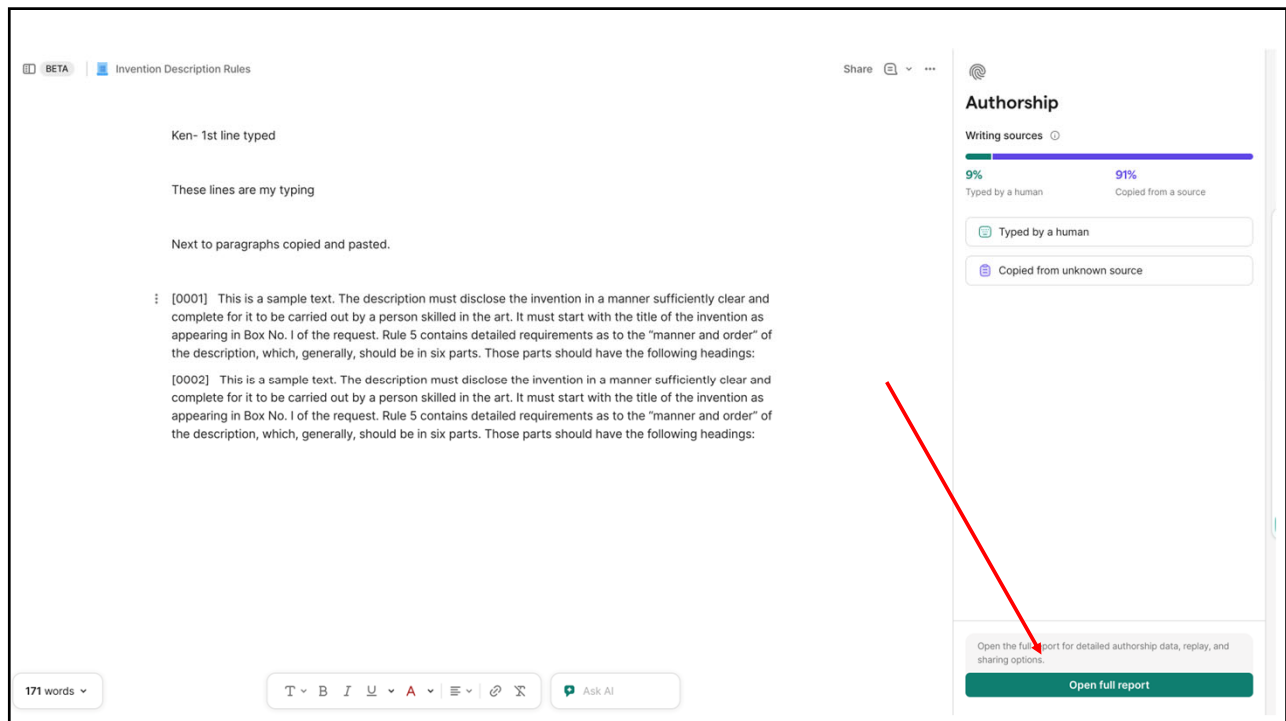
Every one of these is also just better teaching. That is not a coincidence.

AI in the High School Classroom · Part 4 · Process evidence

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Untitled document by Brian Logan

Beta

Authorship report created on August 4, 2026 at 2:40 PM via Docs v. 5.8.11

Anyone with link

Share

Writing sources

9% Started as human writing

9% Typed and unmodified

0% Rephrased with Grammarly's AI

0% Corrected with grammar and spell check

91% Copied or generated

0% AI-generated or rephrased with AI

0% Corrected with grammar and spell check

91% Copied from a source

0% Unknown

0% Untracked text

Writing stats

< 1 minute spent

1 session

First: August 4, 2026 at 2:29 PM

Last: August 4, 2026 at 2:30 PM

Plagiarism and AI text alerts

2

Check your doc for 2 sections that may need citations for external sources or AI text.

Citation style

APA

Ken- 1st line typed

These lines are my typing

Next to paragraphs copied and pasted.

[0001] This is a sample text. The description must disclose the invention in a manner sufficiently clear and complete for it to be carried out by a person skilled in the art. It must start with the title of the invention as appearing in Box No. I of the request. Rule 5 contains detailed requirements as to the "manner and order" of the description, which, generally, should be in six parts. Those parts should have the following

Authoring Replay

1x

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THE AI ASSESSMENT SCALE

Say the level out loud, on every assignment

Perkins, Roe, Furze & MacVaugh — AIAS version 2.1. Students cannot follow a rule you never stated. Put the level in the header of every task.

1

NO AI

Completed in a controlled environment designed to exclude AI. Skills demonstrated independently.

2

AI PLANNING

Topic exploration, outlining, initial research. You assess the quality of the planning itself.

3

AI COLLABORATION

AI helps draft and refine — but the task is built so AI alone cannot reach the standard.

4

FULL AI

AI involvement is expected. You assess the thinking shown in directing and judging it.

5

AI EXPLORATION

Creative AI use to solve problems or generate novel insights in the discipline.

No level is better than another. These are different kinds of task, not steps from worse to better.

AI in the High School Classroom · Part 4 · The scale

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REDESIGN IN PRACTICE

Same standard. Different task.

BEFORE · fully outsourceable

"Write a five-paragraph essay analyzing the theme of ambition in Macbeth. Due Friday."

- Answerable in nine seconds with no reading.
- Nothing in it is specific to this class or this student.
- The product reveals nothing about the process.
- Your only recourse is a detector you cannot trust.

AFTER · AIAS Level 3, disclosed

"Draft your argument about ambition in Macbeth. Then ask an AI to argue the opposite. Submit: your draft, the AI's counterargument, and a paragraph on which point forced you to change your thinking — quoting the line from Act II we annotated Tuesday."

- AI use is permitted, so evasion has no payoff.
- The graded thinking happens after the AI output.
- Requires class-specific material AI cannot know.
- Disclosure is built in, so nobody has to be caught.

The move: make the AI output the raw material for the thinking, not a substitute for it.

AI in the High School Classroom · Part 4 · Redesign

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HANDS-ON

Redesign one assignment you already give

1

Pull up a real assignment or just make up one.

Ideally one you suspect is being outsourced. Bring the actual handout.

2

Stress-test it.

Paste the prompt into an AI and see what it produces in twenty seconds. Read it honestly.

3

Pick your level.

Share the "AIAS Level ____" with your friends and say in one sentence what that permits and forbids.

4

Add one anchor and one process artifact.

Anchor: something only this class knows. Artifact: outline, oral defense, annotated draft, or disclosure log.

Trade & test

Swap your redesigned assignment with the person next to you. Their only job: try to complete it with AI in under two minutes. If they can, it needs another anchor.

Step 2 is the one that lands. Nothing motivates redesign like watching your own prompt get answered instantly.

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PART FIVE

Students learning with AI

The goal is not access to answers. It is a partner that refuses to give them.

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EVIDENCE · USE WITH CARE

What the research actually shows



The failure mode

"Cognitive surrender"

Adopting an AI answer as your own with minimal scrutiny. Distinct from ordinary offloading — the student is not outsourcing a narrow subtask, they are abandoning the reasoning structure entirely.

A 2026 study of math practice found AI access cut study time — and cut the knowledge students built along with it. Related work describes "metacognitive laziness": performance holds up while learning does not.

What separates the gainers

Students who evaluate and extend AI output outperform those who accept it. Students who use it as an answer source underperform.

Scaffolding is the variable you control. The same tool produces gains or losses depending on the task you wrap around it. Unstructured access is the condition that reliably disappoints.

Design for evaluation, not consumption.

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EVIDENCE · MIT MEDIA LAB

“Your Brain on ChatGPT” — what it actually did

The study your colleagues will bring up. Worth knowing properly, because most of what has been written about it is wrong in both directions.

BRAIN-ONLY

No tools at all. Wrote the essay unaided.

SEARCH ENGINE

Allowed a search engine. No LLM.

LLM

Allowed ChatGPT. Nothing else.

54 participants · same essay task · three sessions in the same group each time

THEN THEY SWITCHED

In a fourth session, 18 participants swapped conditions.

LLM → Brain: three sessions with ChatGPT, then write with nothing.

Brain → LLM: three sessions unaided, then write with ChatGPT.

WHAT THEY MEASURED

- EEG recordings of brain activity, to assess cognitive engagement and cognitive load
- NLP analysis of the essays themselves
- An interview with every participant after every session
- Scoring by human teachers and by a purpose-built AI judge

Nataliya Kosmyna (MIT Media Lab) & Eugene Hauptmann. Preprint posted June 2025 · arXiv:2506.08872 · brainonllm.com

AI in the High School Classroom · Part 5 · The study

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EVIDENCE · RESULTS

What they found

Brain connectivity scaled with support

Measured neural coupling during the writing task:

Brain-only

Search engine

LLM

strongest, widest-ranging

intermediate

weakest overall coupling

The essays converged

The researchers found consistent homogeneity within each group — in the names and entities used, in the phrasing, and in the topics chosen.

For your classroom: essays written with the same assistant start to read like each other. A whole set sharing one structure and vocabulary is a signal — never, on its own, evidence about any one student.

Ownership dropped

In the interviews, the LLM group reported low ownership of their own essays. The search engine group reported strong ownership — but still less than the brain-only group.

They could not quote themselves

The LLM group fell behind the others in their ability to quote from the essays they had written minutes earlier. Say that sentence twice — it is the one teachers remember.

Across the four sessions, the LLM group performed worse than the brain-only group at all three levels the study measured — neural, linguistic, and scoring. The authors' name for this pattern is **cognitive debt**.

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STUDENT USE

Five protocols you can run next week

1

The tutor that will not tell

Students bring a problem they are stuck on. The AI is instructed to ask questions and give hints only. Prompt on the handout.

Any subject · Homework support

2

Hunt the error

You generate a flawed AI explanation in advance. Students find, diagnose, and correct the mistakes. Grading the critique, not the answer.

Sciences, math · Formative

3

The opposition

Student writes a claim, asks AI for the strongest counterargument, then responds to it in writing. Depth without a second student.

ELA, social studies · Argument

4

Feedback before submission

Students paste their draft plus your rubric, get feedback, then submit the draft, the feedback, and what they changed and ignored.

Any writing task · Revision

5

Explain it back

Student teaches the concept to the AI, which is told to play a confused peer and ask questions. Gaps surface fast.

Any subject · Retrieval practice

All five share one shape: the student produces or judges something. The AI never has the last word.

AI in the High School Classroom · Part 5 · Protocols

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EVIDENCE · THE FOURTH SESSION

Order matters more than access

Same tool. Same task. The only difference was what came first — and it showed up in both the recordings and the recall.

LLM → BRAIN

Three sessions writing with ChatGPT, then writing with no tools.

Weaker neural connectivity, and under-engagement of the alpha and beta networks.

Having leaned on the tool, they were less equipped when it was taken away.

BRAIN → LLM

Three sessions writing unaided, then given ChatGPT for the fourth.

Higher memory recall, and re-engagement of widespread occipito-parietal and prefrontal nodes.

Having done the thinking first, they used the tool from a position of strength.

THE INSTRUCTIONAL MOVE

Make students produce something before the AI enters the room. Draft first, then get feedback. Attempt the problem, then ask for a hint. Write the claim, then request the counterargument. Every protocol on the next slide is built in that order — and this is the evidence for why.

Session 4 had 18 participants — the smallest number in the study, and the finding to state most carefully.

AI in the High School Classroom · Part 5 · Order effect

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EVIDENCE · READING RESEARCH WELL

How to talk about this study honestly

Someone will bring this study up at a faculty meeting, in a parent email, or in a headline. Here is how to be the person in the room who read it.

Words the authors ask you not to use

They published this list themselves, because of how the study was covered:

"dumber" · "stupid" · "brain rot"

"harm" · "damage" · "brain damage"

"brain scans" · "terrifying findings"

"LLMs make you stop thinking"

Their words: using this vocabulary "does a huge disservice to this work." None of it appears in the paper.

Limitations the authors name themselves

- Not yet peer reviewed. It is a preprint, posted June 2025, and the authors say conclusions are preliminary.
- 54 participants — and only 18 in the session-4 switch.
- All recruited near one another, from a small cluster of academic institutions.
- Only ChatGPT was tested. The results do not automatically transfer to other models.
- One task: writing an essay. The authors call the findings context-dependent.
- No funding, and no division of the task into stages like idea generation or drafting.

The detail worth telling your students: the authors noted that a lot of the coverage leaned on LLM summaries of the paper rather than a reading of it. That is the whole lesson, delivered by accident.

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COPY THIS

The prompt that makes it a tutor

Paste this above any homework question. It is the difference between a homework machine and a tutor — and it is the single most useful thing on today's handout.

You are a patient high school tutor. I am working on the problem below.

Do NOT give me the answer or do any step for me.

Instead: ask me one question at a time to find out where my thinking breaks down. Give a hint only after I have made an attempt. If I am wrong, tell me I am wrong and ask what I would try next — do not correct it for me.

When I finally get it, ask me to explain why it works in my own words.

Why it works

Retrieval and productive struggle stay with the student. The AI supplies patience, not answers.

Where it breaks

Students can delete the instruction. Pair it with process artifacts or a monitored platform.

Make it yours

Add your subject, the standard, and "use vocabulary from our unit on ____."

Teach it explicitly

Model it once on the projector. Most students have never seen AI used this way and will not invent it.

AI in the High School Classroom · Part 5 · Tutor prompt

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GUARDRAILS

Before students touch it – Your Policy

1

Check the age terms

Most consumer tools set a floor at 13, and several require parental consent under 18. District-licensed education versions handle this; personal accounts do not.

2

Teach verification as content

Have students find a hallucination on purpose in week one. Fabricated citations are a better lesson in source evaluation than any lecture.

3

Name the level every time

"This one is Level 1 — no AI" and "this one is Level 3 — disclose how you used it" said out loud, on the handout, every time.

4

Keep the human in the loop

Students disclose. You read. Nothing goes into a grade because a machine said so — and students should know that too.

Check your district's acceptable use policy before the first student assignment — not after a parent calls.

AI in the High School Classroom · Part 5 · Guardrails

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County	Documents Reviewed	Mention of AI	AI Governance	Student Data Privacy	Teacher Guidance	Student Guidance	Academic Integrity	Consequences
Boone	2026-2027 Code of Conduct	Yes (Briefly)	Director of Technology	Prohibits uploading personal and identifiable student information to unapproved AI tools.	None explicitly stated. Lumped into the same category as student guidance.	Not explicitly stated. Given guidelines on what not to do.	Usage must adhere to school-defined regulations.	Not addressed
Grant	Access to Electronic Media (Acceptable/ Responsible Use Policy)	Yes	The District Technology Office must approve any AI tools.	Data and AI usage will be in accordance with the district privacy policy and student privacy laws.	Not explicitly outlined. Expectation for teachers to provide guidance to the students.	Students will be guided on appropriate usage by teachers and school policy.	The school prohibits AI usage that generates plagiarized or dishonest schoolwork.	Not addressed (Not AI specific)
Graves	Elementary, Middle, and High School Student Handbooks	No	Not addressed	Not addressed	Not addressed	Not addressed	Briefly mentioned (in High School Handbook only) that claiming AI work as your own is not academic honesty.	Not addressed (Not AI specific)
Jefferson	Artificial Intelligence Implementation Guide	Yes (Extensively)	Strict data governance is crucial, but no explanation	Must comply with FERPA and COPPA	The district offers a website with resources and tools for staff on AI. Mentions continued support and training. Highlights AI bias and the need for teachers to be aware and prepared for that.	The district offers a website for student-specific AI digital literacy content.	Appropriate use guidelines for students, staff, and leaders. No expectations outlined.	Not addressed
Kenton	KCSD Technology Handbook	Yes (Multiple References)	Not addressed	Must comply with district data and privacy policies- such policies are not stated.	Expected to utilize and implement AI. The district has implemented Magic School AI platform to enhance teachers' AI literacy and adoption of AI technologies in their classrooms.	Emphasizes the need to educate students on the responsible use of AI, including its proper timing, location, and methods. As well as ethical use. The AI Spotlight indicates where students can use AI.	Usage must adhere to rules in place by the teacher, school, and district.	Not addressed (Not just AI specific)
Pike	AUP (Acceptable Use Policy)	No	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Pulaski	Acceptable Use Policy and Code of Acceptable Behavior and Attendance Policy Student Code of	No	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed
Scott	Acceptable Behavior 2025-2026 School Year	No	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed	Not addressed

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CLOSING

Pick one. Write it down.

Nobody adopts eight things. Everybody can adopt one. On your handout, finish these two sentences and tell the person next to you.

By Friday, I will use AI to ____.

One task. This week. The one you already dread.

In my next unit, students will use AI to ____, and I will grade ____.

The second blank matters more than the first.

If you remember nothing else

Use it for the work that was never the point. Design so students still have to do the work that is.

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RESOURCES & SOURCES

Where this came from

Frameworks

- AI Assessment Scale v2.1 — aiassessmentscale.com (free for non-commercial use)
- Leon Furze, leonfurze.com — practical K-12 writing on AI
- Your district's acceptable use and student data privacy policy

Evidence cited today

- Kosmyna & Hauptmann (2025), Your Brain on ChatGPT — [arXiv:2506.08872](https://arxiv.org/abs/2506.08872)
- Liang et al. (2023), Patterns — detector bias against non-native writers
- Faster Completion, Less Learning (2026) — AI and math practice
- OECD Digital Education Outlook 2026

Tools named

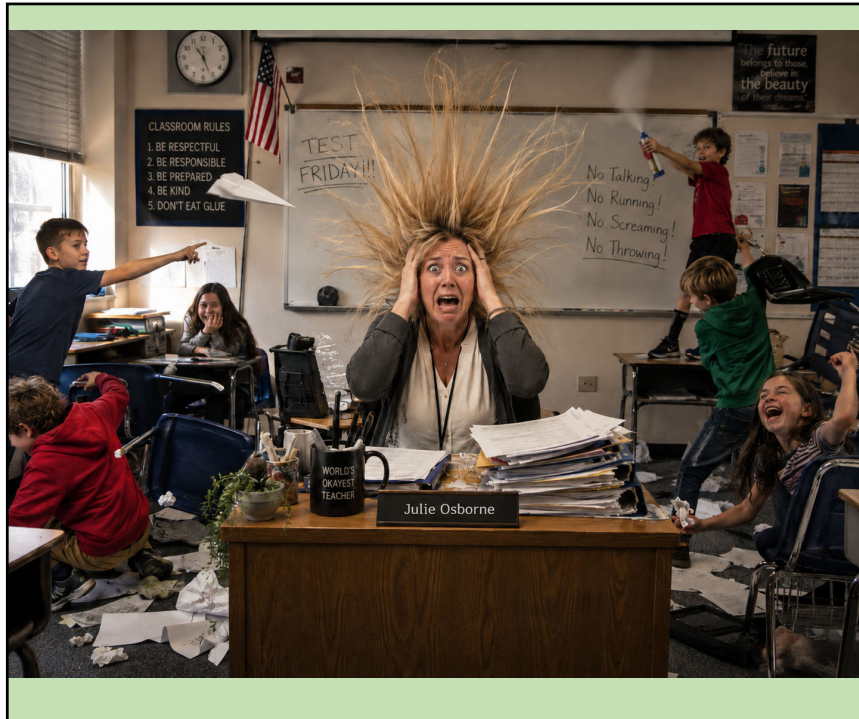
- ChatGPT · Claude · Gemini · NotebookLM
- MagicSchool · Brisk Teaching · Diffit
- Khanmigo · SchoolAI
- Verify pricing and district approval before recommending

Everything today — the prompts, the scale, the five protocols, the redesign checklist — is on the two-page handout. Questions any time: Kenneth.sims@ucumberlands.edu and brian.logan@ucumberlands.edu.

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Thanks for your
attention today!

Any questions or
comments?

