



AI at uplift

ARTIFICIAL INTELLIGENCE GUIDEBOOK

Future Ready. Human Centered.

AI enhances human intelligence — it does not replace it.



Version 1.0 | June 2026

A living document maintained by the Uplift AI Oversight Committee.

UPLIFT EDUCATION

Contents

Document Purpose..... 2

Section 01 — Introduction: Why This Work Matters..... 3

Section 02 — What Is Artificial Intelligence?..... 5

Section 03 — Our Guiding Principles 6

Section 04 — AI Governance & Oversight..... 7

Section 05 — Guidelines for Scholars 9

Section 06 — Guidelines for Staff..... 15

Section 07 — Law and Policy Compliance 20

Section 08 — Transparency, Citation & AI Literacy 22

Section 09 — Training & Annual Compliance 23

Section 10 — Violations & Accountability 24

Section 11 — Questions, Support & Acknowledgment 25

Appendix A — Glossary of AI Terms 26

Document Purpose

This Guidebook is the single, network-wide reference for how Uplift Education uses artificial intelligence (AI). It brings together Uplift's governance, staff, and scholar protocols into one shared framework so that students, families, teachers, leaders, and staff have a common understanding of what responsible AI use looks like at Uplift.

It exists to ensure that Uplift's use of AI is purposeful, equitable, and consistent with our identity as a network of International Baccalaureate (IB) schools. This is a living document. As AI technology evolves, this Guidebook will be reviewed and updated by the AI Oversight Committee, and the current version will be posted publicly on the Uplift website.

Our throughline: AI should strengthen learning, improve how we work, and expand opportunity — while preserving human relationships, ethical judgment, and accountability. AI may assist. AI may not decide.



SECTION 01

Introduction: Why This Work Matters



Artificial intelligence is already changing how people learn, work, solve problems, and navigate the world. The question before Uplift is not whether this shift will happen — it already is. The challenge is whether we will respond with enough clarity and intention to support our scholars and our organization for what is already unfolding.

This moment is also an equity challenge. Scholars who receive thoughtful exposure, strong guidance, and meaningful opportunities to apply these tools will develop advantages that others may not. Without intentional leadership, existing opportunity gaps will deepen. Our responsibility is to ensure that every scholar — regardless of campus or background — is equipped for the realities of the future they are stepping into.

AI is not a separate initiative operating alongside our strategy. It is a lever that can strengthen how the entire organization functions. This Guidebook exists to ensure that Uplift's use of AI is purposeful, equitable, and aligned with our commitments to scholars, families, and staff.

**VIGNETTE**

Picture two campuses five years from now. On the first, a scholar uses an approved tool to test three different arguments before deciding which one she can defend with her own evidence — she is faster, but the thinking is still hers. Down the hall, a teacher uses the same category of tool to draft differentiated practice sets in minutes instead of an hour, and spends the time saved conferencing with the two scholars who needed him most that day.

On the second campus, no one set expectations, so AI use is inconsistent, unsupervised, and disconnected from outcomes — some scholars lean on it to skip the thinking altogether, while others never learn to use it at all. The gap between those two campuses is not technology. It is intention. This Guidebook exists so every Uplift campus looks like the first.

What we are working toward

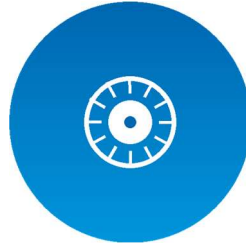
- Scholars who can use AI ethically and skillfully to deepen — not bypass — their own thinking.
- Staff who use AI to improve effectiveness and create sustainable working conditions, while keeping human judgment central.
- A network where AI adoption is connected directly to outcomes, not layered onto fragmented systems.

- Equitable access, so AI narrows opportunity gaps rather than widening them.



SECTION 02

What Is Artificial Intelligence?



Artificial Intelligence (AI) is technology that can follow instructions, recognize patterns, and generate answers based on data. It can help with tasks like writing, solving problems, or explaining topics — but it does not truly understand or think like a human. Instead, it uses patterns from large amounts of information to make predictions or suggestions.

Generative AI refers to tools that create new content — text, images, audio, or code — in response to a prompt. These tools are built on **large language models (LLMs)** trained on very large datasets. They can be impressive, but their output depends on the quality of their training data and the skill of the person prompting them.

Important to remember: AI can produce confident-sounding information that is incorrect, outdated, or biased (sometimes called a “hallucination”). Everything AI produces must be reviewed by a human for accuracy, tone, and fairness before it is used. At Uplift, we use AI as a helpful tool to support learning and work — not to replace human thinking.



A staff member asks a chatbot to summarize a piece of education research and gets back a confident, well-written paragraph — complete with a study title and a statistic that sound entirely plausible. When she goes looking for the source to cite it properly, it doesn't exist. The tool didn't lie; it predicted what a citation should look like and produced something fluent instead of something true.

That is a hallucination, and it is why the human review step is never optional, no matter how polished the output looks.



SECTION 03

Our Guiding Principles



Consistent with the Uplift Way, all AI use at Uplift is grounded in the following commitments. These principles apply to scholars and staff alike.

- 1. Support success** — AI should make learning more meaningful, relevant.
- 2. Promote** — accessibility, inclusion, and equitable access across every campus and background.
- 3. Protect** — privacy, confidentiality, and data security for scholars, staff, and the organization.
- 4. Preserve** — human judgment in high-stakes decisions about scholars, employees, compliance, and equity.
- 5. Align** — with the Uplift Way and our International Baccalaureate identity, rooted in inquiry, critical thinking, and character.
- 6. Comply** — with all state and federal legal obligations (see “Law and Policy Compliance” below) and ethical obligations — to foster innovation while managing risk responsibly.

The non-negotiable: AI may assist. AI may not decide. Employees and scholars remain responsible for all work products, recommendations, communications, and decisions, regardless of whether AI assisted in their creation.

**SECTION 04**

AI Governance & Oversight



Uplift's use of AI must be built on trust. To provide institutional stewardship, Uplift maintains an AI Oversight Committee that prioritizes ethical implementation, community input, transparency, and alignment with Uplift's IB identity.

Two Integrated Layers of Work

Layer 1 — Responsible Use (Systemwide Foundation)

The committee ensures Uplift maintains a clear, consistent, values-aligned approach to how AI is used across all schools and functions. This includes academic integrity, data privacy, AI literacy, and clear expectations about where human judgment remains critical and central.

Layer 2 — System Transformation (Strategic Differentiator)

The committee supports and governs Uplift's use of AI to strengthen academic acceleration, improve workforce sustainability, and build enterprise-wide operational coherence — ensuring AI adoption is connected directly to outcomes, not layered onto pre-existing fragmented systems.

Committee Composition

The committee includes one representative from each of the following, ensuring diverse perspectives across the network:

- Legal Affairs
- Operations or Information Technology
- Talent Management
- Finance
- Well-Being
- Road to College & Career
- The Deputy Chief of Primary Schools
- Primary school teacher
- The Deputy Chief of Secondary Schools
- Diploma Programme (DP) scholar
- Scholar parent or guardian

- Secondary Teacher

Appointments are reviewed and reaffirmed annually in August by Uplift's Executive Team. In the event of a vacancy, the committee may recommend a candidate for Executive Team consideration.

Duties & Responsibilities

Responsible Use and Integrity

- Review reports of staff and scholar misconduct or misuse of AI.
- Assess community feedback on existing AI policy.

Strategic Alignment

- Ensure AI adoption is connected to Uplift's strategic priorities.
- Monitor industry trends and assess their implications for internal policies.
- Monitor AI adoption across the network for equity implications, including whether tools are widening or narrowing opportunity gaps across scholar populations.

Communication and Accountability

- Ensure policy decisions are communicated clearly and promptly across the organization.

Meeting Schedule & Review

- The committee meets biannually during its first operational year (2026–2027) unless otherwise convened.
- Beginning July 2027, meetings are held annually unless otherwise convened.
- Additional meetings may be called by any committee member or by Uplift's Executive Team.
- A quorum of the members of the Committee is required for a meeting to be held. A quorum is a simple majority of members.
- Meetings may be held in-person or remotely.

Communication & Stakeholder Engagement

This work cannot come at the expense of relationships. The committee maintains transparent communication with the Uplift community by:

- Publicly posting this Guidebook, protocols, board-approved policies and updates on the Uplift website.
- Developing or curating an annual training module on AI policy for all staff.
- Managing a community feedback forum (for example, a dedicated inbox or open forum).



SECTION 05

Guidelines for Scholars



As a network of IB schools, Uplift supports the use of AI to curate transformative educational experiences while preserving our human-centered approach to learning. AI applications are tools — often excellent starting places for learning — but scholars must investigate sources and perspectives and arrive at conclusions through their own critical thinking.

Developmentally Appropriate Access by Grade Band

Scholar access to AI scales with development — cognitive, social, and legal. As an IB network, Uplift expands what scholars may do with AI as they grow in maturity and skill, always within a teacher-mediated, inquiry-driven approach. Two boundaries frame every band below.

The two anchors: First, federal law (COPPA) means scholars under the age of 13 may not independently use consumer AI tools; for them, only Uplift vetted, agreement-backed tools are permitted, and use is always educator-mediated. Second, AI may assist but may never replace Tier 1 instruction or the foundational reading, writing, and reasoning skills scholars are still building.

Within those anchors, the posture shifts from educator-demonstrated in the early grades to scholar-directed-with-disclosure in the upper grades — never the reverse. The matrix below summarizes; the narrative that follows gives the detail for each level.

Band	Ages	Access Posture	Developmental Focus
Elementary K–2	5–8	Educator demonstration only; no scholar interaction with generative tools.	AI can help but can be wrong; foundational skills stay human-led.
Elementary 3–5	8–11	Educator-mediated, curriculum-embedded vetted tools; no independent chatbot use.	Naming what AI is; checking its outputs; early ideas of fairness and bias.
Middle 6–7	11–13	Educator-mediated, agreement-backed tools with parental consent; no independent use.	AI literacy; hallucination and bias; foundations of academic integrity.

Band	Ages	Access Posture	Developmental Focus
Middle 8	13–14	Supervised use of approved tools for teacher-directed tasks, with written permission.	Disclosure and citation; privacy; prompting; CTE readiness begins.
High 9–12	14–18	Scholar-directed use of approved tools with teacher permission; always disclosed and cited.	AI fluency; advanced evaluation; bias mitigation; CTE/workforce application.

Elementary School (Grades K–5)



These are the foundational years, and every K–5 scholar is under 13. AI is something the educator demonstrates and mediates — never something a scholar queries alone — and only vetted, COPPA-compliant tools, always inside a teacher-led activity.

- **Grades K–2 (Emergent Learners):** Educator demonstration only. Scholars watch how an approved tool works and learn that AI can help but can be wrong. There is no direct scholar interaction with generative tools; foundational literacy and numeracy remain entirely human- and teacher-driven.
- **Grades 3–5 (Developing Learners):** Educator-mediated, curriculum-embedded use of vetted tools within assigned activities. Scholars begin to name what AI is, recognize that its outputs must be checked against trusted sources, and explore age-appropriate ideas of fairness and bias. Independent chatbot access is not yet appropriate.



In a K–2 classroom, the teacher projects an approved tool on the whiteboard and asks it to describe a rainforest. It gets the canopy right but insists jaguars live in Antarctica. “See?” the teacher says. “It sounded so sure. That’s why we always check.” The scholars never touch the keyboard — but they walk away having learned the single most important lesson in this entire Guidebook.

Middle School (Grades 6–8)



These are transition years. Abstract reasoning grows and curiosity widens — including toward content that is not age-appropriate — while impulse control is still developing, so structure and supervision remain essential. The COPPA line falls inside this band, which shapes how access opens.

- **Grades 6–7:** Scholars under 13 continue with educator-mediated, agreement-backed tools and parental consent; no independent chatbot use. The instructional focus is AI literacy — how large language models predict text, why they hallucinate, and how to spot bias — alongside the foundations of academic honesty.

- **Grade 8 (age 13+):** Once a scholar is 13, a teacher may grant explicit written permission for supervised use of approved general-purpose tools on specific, assigned tasks. Focus shifts to responsible prompting, disclosure and citation habits, evaluating outputs for accuracy and bias, and protecting privacy by never entering PII. This is where preparation for Career and Technical Education (CTE) pathways begins.



An eighth grader gets written permission to use an approved tool to stress-test her science fair hypothesis. It pushes back with a counter-argument she hadn't considered. She doesn't accept it — she goes and finds a source to confirm or refute it herself. That instinct to verify, not just accept, is exactly what this band is building.

High School (Grades 9–12)



These are the fluency and readiness years. Scholars can engage AI as a cognitive partner — progressing from using AI as a simple tool toward using it as a genuine collaborator — with the goal of workforce- and CTE-ready AI literacy. Access is broadest here, but it remains bounded by the same rules that govern the whole network.

- **With explicit teacher permission**, scholars use approved tools for research, synthesis, drafting, creative design, and study support, always disclosing and citing how AI was used.
- **Independent use stays bounded** by academic-integrity expectations and the non-negotiable that AI may assist but may not decide or replace the scholar's own reasoning.
- **Emphasis falls on** advanced critical evaluation, sophisticated citation, recognizing and mitigating bias, and applying AI within CTE pathways — for example, information technology, the health sciences, and the skilled trades.



A senior in a health sciences CTE pathway uses an approved tool to draft a first pass at a patient-education handout, then cites it, rewrites the sections that felt generic, and checks every medical claim against her textbook before submitting it. Her teacher's feedback isn't about whether she used AI — it's about whether her final judgment was sound. That's the standard this whole band is built around.

Screen Time and the Independent-Work Balance

Across every band, brief and purposeful AI sessions tied to a specific learning objective are more valuable than long, open-ended ones. The younger the scholar, the more the balance must favor independent, unassisted work. Campuses are expected to make this ratio explicit by assignment — using a simple shared menu such as “No AI,” “Assistive AI only,” or “Open with citation” — rather than leaving it to individual discretion.

When Scholars May Use AI

Accessibility and Accommodations

Nothing in the grade-band guidance above limits the use of AI when it is identified as an accommodation, assistive technology, or accessibility support in a scholar's IEP, 504 Plan, IHP, or other approved support plan. When a documented accommodation conflicts with grade-band expectations, the accommodation takes precedence. Teachers may grant explicit written permission for scholars to use AI to:

- Engage with concepts to accelerate learning.
- Practice a skill (e.g., calculating slope, exploring exponential growth, identifying academic vocabulary).
- Personalize learning and feedback (e.g., in-the-moment feedback on problem-solving or writing).
- Review facts and definitions (e.g., concepts, visual models, scientific properties, formulas, historical events).
- Refine processes (e.g., editing writing, restructuring an essay outline, ordering arguments or evidence).
- Generate ideas (e.g., for a science fair project, historical investigation, visual art design, or literature essay).

Key rule: With explicit written teacher permission for a project or activity, AI may be used — but it may never be the sole source for any assignment, and it may never replace Tier 1 instruction from a classroom teacher.

Some district-approved instructional tools include built-in AI features. When a teacher directs scholars to use one of these approved tools as part of a lesson, that direction serves as the teacher's permission. Scholars still need explicit written teacher permission before using general-purpose AI tools that are not part of an assigned, approved activity.

Uplift is committed to equitable access. AI-enabled assistive technology, accommodations, and accessibility supports approved through the ARD process, the Section 504 process, or other authorized support plans should be used to support scholar access, participation, and progress.

Scholar Quick Reference

A scholar CAN...	A scholar CANNOT...
Use AI with explicit teacher permission to brainstorm, practice, review, or refine their own work	Submit AI-generated content as their own original work
Use teacher-assigned, district-approved tools that have AI built in	Use AI as the sole source of an assignment, or when AI is not permitted
Use approved assistive/accessibility AI supports from an ARD, 504, or authorized support plan	Cheat, plagiarize, or mislead others about the origin of their work
Disclose and cite when and how AI was used	Generate fake images, impersonate others, or create content that targets themselves or others

A scholar CAN...	A scholar CANNOT...
Ask a teacher or administrator before using any tool they are unsure about	Share personal or identifying information with AI tools or chatbots
Treat AI like a public website — share only what is necessary	Bypass internet filters, firewalls, or monitoring; or upload school documents to unapproved tools

Academic Integrity

AI should enhance scholar work, never create it in its entirety. If a scholar represents AI-generated work as their own original work, that is a violation of the Code of Character, Conduct, and Support for academic dishonesty. Building the skills scholars need to work independently is the goal of instruction at Uplift. As scholars master those skills, they can learn to use AI in the most efficient and appropriate ways.

Transparency & Citation

If AI is used in a way that contributes to a final product, scholars must:

- Use citation-style guidance (MLA, APA, etc.) to disclose the tool used and how it was used — for example, "ChatGPT was used to generate ideas for this outline."
- Cite the author of any text sourced through an AI tool, when applicable.
- Follow teacher directions about acceptable AI use for each assignment.

Privacy & Data Protection (Scholars)

Uplift is committed to protecting scholars' personal identifying information whether at school, at home, or in the community. Scholars should use only district-approved tools during school hours and exercise the same caution outside of school. If unsure whether a tool is approved, scholars should check with a teacher or campus administrator first.

- Use AI tools that are age-appropriate, reputable, and approved by the school or trusted adults.
- Never enter personal identifying information — full name, home address, phone number, school ID, birthday, social security number, or photos — into any AI system. This includes a scholar's own personal identifying information, any other scholar's personal identifying information, and any Uplift staff member's personal identifying information.
- Understand that many AI tools store, reuse, and learn from what users type, even casual questions.
- Always ask: "Who is behind this tool, what data does it collect, and how might it be used?"

Why it matters: AI tools are powered by data — including yours. Your words will be saved and used to train future systems. Treat AI the way you would treat a public website: share only what is necessary. If you're unsure whether a tool is safe, pause and ask a trusted adult. AI doesn't forget — your digital words live longer than you think.

Support & Education

Uplift is committed to equipping scholars to thrive in an AI-driven world by helping them use AI in ways that are safe, ethical, and empowering. We aim to ensure that every scholar:

- Learns to use AI tools responsibly and ethically, understanding the difference between AI as an approved accessibility support, AI used to enhance learning, and AI used in ways that violate academic integrity.
- Engages in inquiry-driven learning with AI — using it to spark curiosity and guide research, not to generate content.
- Builds strong critical-thinking and media-literacy skills to analyze, question, and evaluate AI-supported information.
- Develops a clear understanding of the limitations and potential biases of AI systems.

Our goal is not just to prepare scholars for the future, but to shape them into thoughtful, empowered contributors to it. Scholars with questions or concerns about AI use should contact their campus administrative team.



SECTION 06

Guidelines for Staff



Uplift believes AI should enhance human intelligence, not replace it. Consistent with the Uplift Way, AI should strengthen learning, improve operational effectiveness, support innovation, and create sustainable working conditions — while preserving human relationships, ethical decision-making, and accountability. This applies to all employees: faculty, coaches, counselors, campus and executive leaders, and staff across HR, Payroll, Finance, Marketing, Operations, IT, and support functions.

Employees may use AI to support their professional work when they review, validate, and take full accountability for the final product. All AI-generated content must be reviewed for accuracy, tone, and alignment with Uplift values before use or distribution.



A campus leadership team is running short on time before a family newsletter is due. One approach: ask an approved tool for a first draft, then spend the saved time personalizing the tone, checking every fact, and adding the campus's own voice before it goes out. Another approach: paste the draft straight into the mail merge and hit send. Both save time. Only the first is Uplift's standard — because the accountability for what goes out under Uplift's name never transfers to the tool.

Acceptable Use Examples by Role

Instructional Staff — Teachers & Coaches

- Brainstorm lesson plan ideas and unit frameworks.
- Generate differentiated practice items and learning visuals.
- Draft initial feedback or summaries, finalized only upon human review.
- Create rubrics, graphic organizers, or scaffolded resources.
- Develop formative assessment ideas aligned to IB frameworks.
- Support translation and accessibility for multilingual learners.
- Translate parent communications only within approved platforms, including ParentSquare.

Note: AI may not replace Tier 1 instruction. All AI-drafted scholar feedback must be reviewed and personalized before delivery. Scholar data may not be entered into unapproved tools.

Acceptable	Not Acceptable
Asking AI to suggest three differentiated exit ticket questions for an upcoming lesson	Copying AI-generated feedback directly into Atlas without reading it
Using Copilot to draft a parent email about a scholar's progress, then editing for voice and accuracy	Entering a scholar's name and performance data into ChatGPT to write a report card comment
Generating a list of vocabulary activities and choosing the best fit for your class	Using AI to complete an observation debrief in place of your own professional judgment

Curriculum, Instruction & Student Support Teams

- Draft and refine teacher-facing lesson frameworks, pacing guides, and instructional toolkits.
- Generate scholar-facing lesson aids and materials such as graphic organizers.
- Develop model exemplars, anchor texts, or sample student work for teacher training.
- Support PD agendas, facilitator guides, and slide content.
- Summarize instructional research, assessment data trends, or curriculum alignment gaps.
- Draft accommodation and intervention planning resources (templates, decision trees, strategy menus).
- Support translation or accessibility formatting for multilingual or IEP-aligned materials.

Note: AI-generated instructional resources must be reviewed by a content expert before distribution. Student-specific data (IEP details, evaluation records, intervention histories) may not be entered into unapproved tools.

Acceptable	Not Acceptable
Using AI to draft a pacing guide template that the C&I team then reviews and refines	Uploading a scholar's IEP details into an unapproved AI tool to generate accommodation ideas
Generating sample anchor texts for a PD session, reviewed by content leads before distribution	Publishing an AI-generated curriculum resource without expert review

Campus & Executive Leadership

- Draft communication templates and reports, finalized only upon human review.
- Summarize research, field trends, or operational data.
- Support PD design and facilitation planning.
- Enhance strategic planning discussions and scenario modeling.
- Draft or reorganize policy language, always subject to Legal review before distribution.

Acceptable	Not Acceptable
Using AI to draft a first version of a family newsletter, then reviewing and personalizing tone before sending	Sending an AI-generated campus update without reading it for accuracy or Uplift voice
Asking AI to summarize three research articles on instructional coaching for a leadership meeting	Using AI to make a staffing or disciplinary recommendation without Talent Management involvement

People Team

- Draft job descriptions, onboarding materials, and policy templates.
- Develop interview question banks and training content.
- Summarize non-sensitive HR data trends.
- Support PD planning and employee communications.

Note: AI may not generate performance evaluations, ratings, or employment recommendations without human review. See AI & Employment Decisions below.

Acceptable	Not Acceptable
Using AI to generate a first draft of a job description, then reviewing with the hiring manager	Using AI to screen or rank candidates and act on the ranking without human review
Asking AI to suggest onboarding module topics, then building content with your team	Generating a performance improvement plan in AI and placing it in an employee file without Talent Management review

Finance, Operations, IT, Marketing & Administrative Staff

- Draft or format non-sensitive email templates and reports.
- Summarize policies or public-facing documents.
- Interpret publicly available data trends or prepare visualizations.
- Identify efficiencies in workflows, FAQs, or process documentation.
- Support project planning and brainstorming.

Note: Budget documents, contracts, financial data, and internal legal memos may not be entered into unapproved tools.

Acceptable	Not Acceptable
Using Copilot to draft an internal FAQ about a new process, reviewed before distribution	Uploading a budget spreadsheet or contract into an unapproved AI tool to generate a summary

Acceptable	Not Acceptable
Asking AI to suggest workflow improvements for the enrollment process	Using AI to generate a public-facing financial report without human review before publication

Prohibited Uses (All Staff)

Regardless of role, the following are prohibited for all Uplift employees:

- Inputting personally identifiable information for scholars, staff, or vendors into unapproved public or private AI tools.
- Uploading internal or sensitive Uplift documents (budgets, personnel files, legal memos) into external AI systems.
- Creating or distributing inappropriate, biased, misleading, or deceptive content on behalf of Uplift.
- Generating performance feedback, coaching documentation, or discipline language without Talent Management involvement.
- Using AI as the sole basis for decisions involving scholars, employees, compliance, or equity.
- Using AI to make final employment decisions, including hiring, promotion, compensation, discipline, or termination.
- Attempting to bypass IT filters, firewalls, or security protocols using AI.
- Using AI in violation of any state or federal law (see “Law and Policy Compliance” below).

AI & Employment Decisions

Misuse of AI in employment contexts creates significant legal risk. Uplift is committed to ensuring AI never substitutes for the human accountability that fair employment requires.

AI May Assist With	AI May Not Independently Decide
Job descriptions and postings	Hiring decisions
Interview question banks	Promotion or advancement decisions
Training and onboarding content	Compensation or benefits changes
Employee communication templates	Performance ratings or evaluations
Policy drafting and formatting	Disciplinary actions or improvement plans
Data organization and trend summaries	Termination recommendations

Human Review Always Required

- Any recommendation affecting employment status or compensation.
- Any recommendation affecting protected-class employees.
- Any recommendation involving investigations or complaints.
- Any AI output used in a personnel file or formal process.

Transparency & AI Literacy

As a network of IB schools rooted in inquiry, critical thinking, and character, employees are expected to model responsible, reflective AI use — not just follow rules, but demonstrate why those rules exist.

Transparency expectations

- Disclose material AI assistance on major work products when appropriate to the audience.
- Ensure all AI outputs are reviewed for accuracy, tone, and alignment with Uplift values before use.
- Cite AI contributions in published or academic content consistent with professional standards.

AI literacy (aligned to the IB Approaches to Learning)

- Approach AI outputs with critical evaluation — verify facts, identify bias, assess appropriateness.
- Recognize that AI can produce confident-sounding but incorrect, outdated, or biased information.
- Help scholars understand the difference between AI-assisted and original work.
- Complete annual AI literacy training as provided by the network.

Restricted Uses Requiring Additional Review

The following require review and approval from the AI Oversight Committee, IT, Legal, or Talent Management before implementation:

- Predictive analytics involving scholar performance, behavior, or risk indicators.
- Employee performance analytics or AI-generated productivity monitoring.
- Automated workflow decisions affecting scholar placements, services, or resource allocation.
- AI-generated intervention recommendations used in formal scholar support plans.
- AI-powered monitoring systems for campus environments or digital platforms.
- Any new AI vendor product or tool not already reviewed by Uplift IT and Legal.

**SECTION 07**

Law and Policy Compliance



Staff Members

Staff members shall comply with the following, as well as the Employee Handbook and Educator Code of Ethics, when using Uplift-approved or vendor-secured AI platforms.

Privacy

At no point should a staff member input the following personal information into an unapproved AI platform or chatbot, either for the staff member or for another staff member:

- Name
- Social Security Number
- Home address
- Personal home phone or cell phone numbers
- Family member information (Social Security Numbers, names, addresses, or personal phone numbers)
- Medical information
- Any other personal information

At no point should a staff member input scholar information that is protected by state or federal law into an unapproved AI platform or chatbot. This includes but is not limited to:

- FERPA
- IDEA
- Section 504
- McKinney-Vento Act
- HIPAA
- COPPA

Data Security

- Use only Uplift-approved or vendor-secured AI platforms when working with school or business-related data.

- Never input confidential data — scholar, staff, or financial — into unapproved AI platforms or chatbots.
- Treat AI platforms the same as a public forum: only enter information that is safe for public exposure.
- Be aware that many AI tools store and learn from user input, including casual queries and test drafts.

Intellectual Property

At no point should a staff member utilize or input intellectual property owned by Uplift Education, including but not limited to copyrighted or trademarked information, into unapproved AI platforms or chatbots.

Examples of Uplift owned intellectual property include:

- The name "Uplift Education"
- The Uplift Education hand logo
- Any work created by a staff member during their employment with Uplift Education

Scholars

Scholars shall only use Uplift-approved or vendor-secured AI platforms and are prohibited from using unapproved AI platforms and chatbots.

When using Uplift-approved AI platforms, scholars shall comply with the following:

- The acceptable use of AI by scholars within this AI Guidebook
- Updated Internet Safety Policy
- Acceptable Use Policy
- Scholar Handbook
- Code of Character, Conduct, and Support
- Freedom from Discrimination, Harassment, and Retaliation — Scholar Policy
- Title IX Policy

The rule of thumb: If you would not post it on a public bulletin board, do not enter it into an unapproved AI tool.

Approved Tools

Uplift maintains a list of approved AI tools and vendor-secured platforms. Because the tool landscape changes quickly, the current approved list is maintained by Uplift IT in coordination with the AI Oversight Committee rather than published statically here. When in doubt, confirm with IT before using a tool with any school or business data.



SECTION 08

Transparency, Citation & AI Literacy

Whenever AI contributes to a final product, its use should be disclosed and attributed. The level of disclosure depends on the assignment or work product: in some cases a full citation is appropriate (e.g., a formal research paper), while in others a short disclosure statement is sufficient (e.g., brainstorming or email drafting). Specify the tool used, the nature of the assistance, and the date, following the relevant style guide (MLA, APA, etc.).

Sample Citation — MLA

ChatGPT. "Describe the causes of the Dust Bowl and its impact on Texas farmers." OpenAI, 17 Apr. 2026, <https://chat.openai.com>.

Sample Citation — APA

OpenAI. (2026, April 17). ChatGPT [Large language model response]. <https://chat.openai.com>.

Sample Disclosure Statement

A short statement at the beginning or end of an AI-assisted document is often sufficient:

- Brainstormed and narrowed a topic using an approved AI tool.
- Generated a first-draft outline, then revised and rewrote it independently.
- Used an AI tool to check grammar and clarity on the final draft.

Standard for staff and scholars alike: Always differentiate your own contributions from AI-generated content, and verify any AI output against trusted sources before relying on it. AI is an enhancement aid — the thinking, judgment, and final product remain yours.



A scholar submits a research essay with a one-line note at the top: "Used an approved AI tool to brainstorm three possible thesis statements, then wrote and revised the essay independently." It takes ten seconds to write. It also means her teacher can trust exactly what she's looking at — and that trust is the entire point of disclosure.



SECTION 09

Training & Annual Compliance



Uplift will develop or curate an annual training module on AI policy for all staff. This training will:

- Orient all new employees to this policy as part of onboarding.
- Provide annual refresher training for all staff (the norm for new hires is completion within 30 days of hire; the annual completion date is set by the AI Oversight Committee).
- Include role-specific guidance for instructional, HR, operations, finance, and leadership staff.
- Address emerging AI tools, trends, and updated policy provisions as the field evolves.
- Be posted publicly on the Uplift website, consistent with Uplift's transparency commitment as noted above under Section 04, AI Governance & Oversight.

Scholars receive AI literacy support through intentional instruction and curated resources, helping them use AI safely, ethically, and effectively.

**SECTION 10**

Violations & Accountability



For Staff

Violations of this policy may result in corrective action up to and including termination, consistent with Uplift's Employee Handbook and standard personnel practices. Employees with concerns about AI misuse, or who are uncertain about a use case, should contact:

- Their direct supervisor.
- Talent Management — for employee relations, documentation, or performance-related matters.
- IT — for security or tool-approval concerns.
- Legal Affairs — for privacy, data-security, or any other question regarding law and compliance.

For Scholars

Misuse of AI — including submitting AI-generated work as one's own — is handled under the Code of Character, Conduct, and Support for academic dishonesty, along with any other applicable provisions. Consistent with Uplift's developmental approach, campuses emphasize learning and re-teaching of responsible use alongside any consequences. Scholars who are unsure about appropriate use should talk with a trusted adult on campus before proceeding.

**SECTION 11**

Questions, Support & Acknowledgment



Where to Go With Questions

- Scholars and families: contact your campus administrative team or your scholar's teacher.
- Staff: contact your supervisor, IT (tool approval/security), Talent Management (employment matters), or Legal Affairs (privacy/compliance).
- Everyone: the AI Oversight Committee maintains a community feedback forum for questions and input on AI policy.

Acknowledgment — Staff

By using AI tools in their role at Uplift Education, employees agree to comply with this policy in full and to represent the organization with professionalism, care, and responsibility. This policy is subject to updates as AI technologies and practices evolve; employees will be notified of material changes.

Acknowledgment — Scholars

By using AI tools in school, scholars agree to follow this policy and to act in ways that support learning, fairness, and responsibility. This policy is subject to updates as determined by Uplift Education.

Future Ready. Human Centered. *AI enhances human intelligence — it does not replace it.*



SECTION A

Appendix A: Glossary of AI Terms



Term	Definition
Artificial Intelligence (AI)	Technology that follows instructions, recognizes patterns, and generates answers based on data, performing tasks that usually require human thought.
Generative AI	AI tools that create new content — text, images, audio, or code — in response to a prompt (e.g., chatbots and image generators).
Large Language Model (LLM)	The underlying technology behind many generative AI tools, trained on very large datasets to predict and produce language.
Prompt	The instruction or question a person gives an AI tool to produce a response. Output quality depends heavily on the prompt.
Hallucination	When AI presents fabricated, inaccurate, or misleading information as if it were true. AI may invent answers to fill gaps in its knowledge.
Bias	When AI outputs reflect prejudiced views or unequal representation, often stemming from the data the model was trained on.
AI Literacy	The knowledge and skills to use, interpret, and critically evaluate AI tools responsibly.
Tier 1 Instruction	Core, teacher-led classroom instruction provided to all scholars. AI may not replace it.
PII (Personal Identifiable Information)	Information that can identify a scholar or staff member, such as a full name, home address, phone number, ID number, social security number, or photo. PII must never be entered into unapproved AI tools.
FERPA	Family Educational Rights and Privacy Act — federal law protecting the privacy of student education records.
HIPAA	Health Insurance Portability and Accountability Act — federal law protecting certain health information.
IDEA / Section 504	Federal laws protecting the rights of students with disabilities and governing accommodations and services.

Term	Definition
IB Approaches to Learning (ATL)	The International Baccalaureate's framework of skills — including thinking, research, and self-management — that ground Uplift's expectations for reflective AI use.
Academic Integrity	Honest, authentic work that genuinely demonstrates a scholar's own knowledge and abilities, with AI used only as a permitted enhancement aid.