

POLICY GUIDE

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Acceptable Use of Generative
Artificial Intelligence (AI)

2365 ACCEPTABLE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Board of Education recognizes the use of artificial intelligence (AI) may result in increased and enhanced learning opportunities for students in the school district. The Board adopts this Policy to provide guidelines and expectations for student use of generative AI.

For the purpose of this Policy, “AI” means all types of generative AI technologies that create new content or outputs from a prompt to produce text, images, videos, or music.

For the purpose of this Policy, “AI tools” means software applications and platforms that utilize AI technologies to perform specific tasks and solve problems that typically require human intelligence.

For the purpose of this Policy, “assignment” means any task or work required of a student as part of a student’s educational and co-curriculum program in the district.

The Board recognizes the potential of AI tools to enhance and transform a student’s educational and co-curricular experience in the district. However, AI tools are not inherently knowledgeable and are trained from large amounts of data collected from various sources. Outputs generated by an AI tool may be inaccurate, inappropriate, or incomplete. Therefore, it is important to educate students about the misuse of these tools for plagiarism and perpetuating misinformation or inaccuracy. This policy establishes guidelines for the acceptable use of AI in the district to ensure their responsible and ethical integration into the teaching and learning process. The district is committed to leveraging these tools to support educational goals, while safeguarding student privacy, promoting equity, and fostering critical thinking skills.

The Superintendent or designee may designate an AI Coordinator to oversee the use of all AI tools in the district and may designate additional AI Coordinators and/or committees to monitor the use of all AI tools within the district.

1. Educational Purpose and Goals

- a. AI in K-12 education should primarily serve educational purposes and align with district curriculum standards, learning objectives, and educational goals.



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- b. AI tools can enhance teaching and learning experiences, support personalized instruction, facilitate research, promote creativity, and encourage problem-solving and critical thinking skills.
- c. AI tools should be used to extend human creativity, problem solving, and independent judgment, not replace these skills.

2. Privacy and Data Security

- a. The district is committed to protecting student privacy and ensuring compliance with applicable laws, such as the Family Educational Rights and Privacy Act (FERPA) and the Children’s Online Privacy Protection Act (COPPA).
- b. AI providers must adhere to strict data privacy and security protocols, and agreements with vendors should clearly outline the responsibilities of both parties regarding the collection, storage, and use of student data.

3. Instruction About Responsible Digital Citizenship

- a. Teachers and staff should receive appropriate professional development and training to effectively utilize AI in the classroom, ensuring they understand their capabilities, limitations, and ethical implications.
- b. The district will provide ongoing professional development opportunities to effectively support teachers and staff in integrating AI into instructional practices and planning.
- c. Students should be educated about the responsible and ethical use of AI, including understanding these technology’s limitations and potential biases.
- d. Teachers and staff should guide students in critically evaluating information generated by AI, encouraging them to question and verify sources and verify the credibility of AI generated material.
- e. Students should be taught to respect intellectual property rights, use AI for educational purposes, and adhere to acceptable use policies while interacting with these tools.

4. Equity and Access

- a. The district will ensure equitable access to AI, considering factors such as infrastructure, devices, connectivity, and support services.
- b. Efforts should be made to address potential disparities in access to AI, ensuring all students have equal opportunities to benefit from their use.



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5. Monitoring and Evaluation

- a. The district will periodically review the implementation of AI in K-12 education to assess their effectiveness in achieving educational goals.
- b. Feedback from teachers, students, parents, and other stakeholders will be collected to inform ongoing improvements and adjustments to the AI integration process.

6. Parental Involvement and Communication

- a. The district will communicate with parents and guardians about using AI in K-12 education, providing information on their purpose, benefits, and safeguards in place to protect student privacy.
- b. Parents and guardians should have the opportunity to provide feedback, ask questions, and express concerns regarding using AI in their child's education.

7. Academic Integrity and Artificial Intelligence (AI) Tools

In the context of AI use, academic integrity means using these tools ethically, responsibly, and as intended to support student learning, not to bypass it. It implies producing work primarily for the students' learning and appropriately acknowledging any assistance from AI.

8. Guidelines for AI Use

Supplemental Aid — AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax. However, the bulk of the thinking, analysis, and composition should be the student's own.

Reference and Citation — Similar to the use of primary sources, prompts from AI should be quoted and cited as being AI-generated. Additionally, students should provide the prompt/chat input to generate the insights, phrases, or product to demonstrate their thought process in the use of AI.

Clarification, Not Substitution — Use AI for clarifying doubts or seeking explanations, not as a shortcut to avoid reading, analysis, and comprehension.

Learning, Not Completing — Students should use AI as a tool for learning, not just for task completion. A student's primary goal should be understanding and skill development, which requires independent work and productive struggle, not simply completing an assignment.

Tutoring, Not Completing — A student should use AI to clarify understanding.



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To Extend Perspective — AI can be used to generate alternative ideas and learning for students to investigate and study further, expanding their perspective and knowledge.

9. Violations of Policy

As AI is evolving, it is important that students have ample instruction on how to properly use or not use these tools. Therefore, progressive consequences should be observed that begin with ensuring awareness and understanding of the tool and its appropriate use or misuse.

AI should only be used within the scope of its educational intent to extend and develop independent skills, creativity, and problem solving. The following uses are prohibited:

Unattributed Use: Copying significant portions of AI generated content without appropriate citation is considered plagiarism.

Over-reliance: Relying on AI to do critical thinking or creative aspects of assignments when that work has been assigned to the student is not acceptable.

Substitution: Using AI to bypass necessary steps in assignments, such as reading or analysis.

Use as a sole source - Using AI as a sole source of an argument or evidence in a writing piece is not allowed. Supporting sources and citations are needed to ensure that the statements in writing are true.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- a. Teachers will review appropriate use with students to establish expectations and ensure clarity of expectations around the use of AI tools. Expectations and explanations should be age appropriate.
- b. Should incidents continue to go against the allowable use by the teacher, teachers may reprimand students verbally and/or in writing at their discretion. The teacher is also authorized to withhold credit on the work should it be established that the work is in violation of this policy.
- c. If necessary, the teacher shall file a written complaint against the pupil with the Building Principal, requesting additional consequences. The complaint must describe in detail the inappropriate use of AI that is alleged to have taken place, and must request that the matter be reviewed by the Building Principal.
- d. The Building Principal will determine if further discipline of the student is appropriate, and will determine the nature of the discipline on a case-by-case basis.



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- e. If the student is not in agreement with the disciplinary action of the Building Principal, he/she may appeal the action to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Student Grievance.

The district's AI policy will be reviewed and/or revised as needed to ensure its alignment with evolving educational practices, advancements in AI, and changes in relevant laws and regulations.

In the event the Superintendent determines a provision(s) of this Policy becomes inapplicable, inappropriate, undesirable, and/or irrelevant for any reason in the school setting, the Superintendent may revise or suspend a provision(s) of this Policy. In such case, the Superintendent will report to the Board the reason for the revision or suspension and recommend the Board ratify the Superintendent's actions.

Adopted:

