AI Policy and Guidance for FCDS

Background Information & Definitions

Document Aim: This policy and guidance document is designed to help our community realize the potential benefits of incorporating artificial intelligence (AI) in primary and secondary education while understanding and mitigating the potential risks. This is an initial step in guiding the safe, effective, and responsible use of AI in education. The landscape of AI in education is evolving rapidly, and as new technologies mature, use cases emerge, and the understanding of AI's impact deepens, guidance will adapt.

Furthermore, the FCDS mission is to "Prepare students for What's Ahead". In alignment with this mission, we recognize that AI will play a significant role in the future education, lives, and careers of our students. By integrating AI literacy into our curriculum, we aim to equip students with the skills and knowledge they need to navigate an increasingly AI driven world. This includes understanding how AI works, its power and problems, ethical implications including bias and how to manage these items and its use responsibly and effectively. Through this approach, we strive to empower students to become informed digital citizens, users, and creators of AI technologies to meet the challenges and opportunities for what's ahead.

Potential **benefits** of using AI in education include:

- Content development and differentiation;
- Assessment design and timely, effective feedback;
- Tutoring and personalized learning assistance;
- Aiding creativity, collaboration, and skill development;
- Operational and administrative efficiency.

Potential **risks** involved in using AI in education include:

- Plagiarism and academic dishonesty;
- Perpetuating societal biases;
- Compromised student privacy and unauthorized data collection;
- Diminished student and teacher agency and accountability;
- Overreliance on technology and less critical thinking.

Types of AI Tools Used in Schools

Generative AI tools, such as Bard, Bing, and ChatGPT, are trained on massive amounts of data to recognize patterns and relationships between words, images, sounds, code, etc. They use those relationships to generate brand-new, original outputs customized to the prompts users provide.

Predictive AI tools, such as those used to recommend products or movies, use data about past behaviors to identify patterns and forecast things we might want or do in the future. They can analyze patterns in student data to forecast outcomes such as being on track for graduation. But predictive AI outputs represent informed guesses, not certainty about the future. These insights allow educators to intervene proactively but require human discretion to evaluate them for potential bias and account for the inherent uncertainty in forecasting.

Other uses of AI include

This policy and guidelines document for FCDS was created by Rabun Gap-Nacoochee School via the following source: Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit.

- Intelligent tutors to provide personalized teaching.
- AI for assessment to augment grading efficiency and consistency.
- Assisting with administrative tasks such as scheduling.

Want to learn more about AI?

- See the AI in Education Presentation. Download the slides to customize your own presentation for others.
- See ISTE's AI resources, including Bringing AI to Schools: Tips for School Leaders.
- See AI 101 for Teachers from Code.org, ETS, ISTE, and Khan Academy.

FCDS AI Policy

Acknowledging AI will be a part of education from this point forward, FCDS affirms the need (1) to utilize AI technologies, realizing future benefits while mitigating potential risks, and (2) to promote AI literacy among students, faculty, and staff.

Guidance vs. Policy

Guidance is flexible, non-binding advice, offering principles and promising practices that can be adapted for various situations and updated frequently.

Policy is more static and long-lasting and includes accountability.

Guidance on the Use of AI in Our School

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Purpose

This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

With guidance, FCDS may realize the potential benefits of AI to improve learning outcomes, support teacher instruction and quality of life, and enhance educational equity. Without guidance, teachers and students can be exposed to privacy violations, inconsistent disciplinary consequences, and counterproductive AI adoption practices.[1]

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Gemini, Bing Chat, ChatGPT, and Dall-E, that can produce new content, such as text, images, or music, based on patterns they have learned from their training data. This is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. Think of it as teaching a computer to be creative based on examples it has seen. While generative AI tools show great promise and often make useful suggestions, they are designed to predict what is right, which isn't always right. As a result, their output can be inaccurate, misleading, or incomplete.

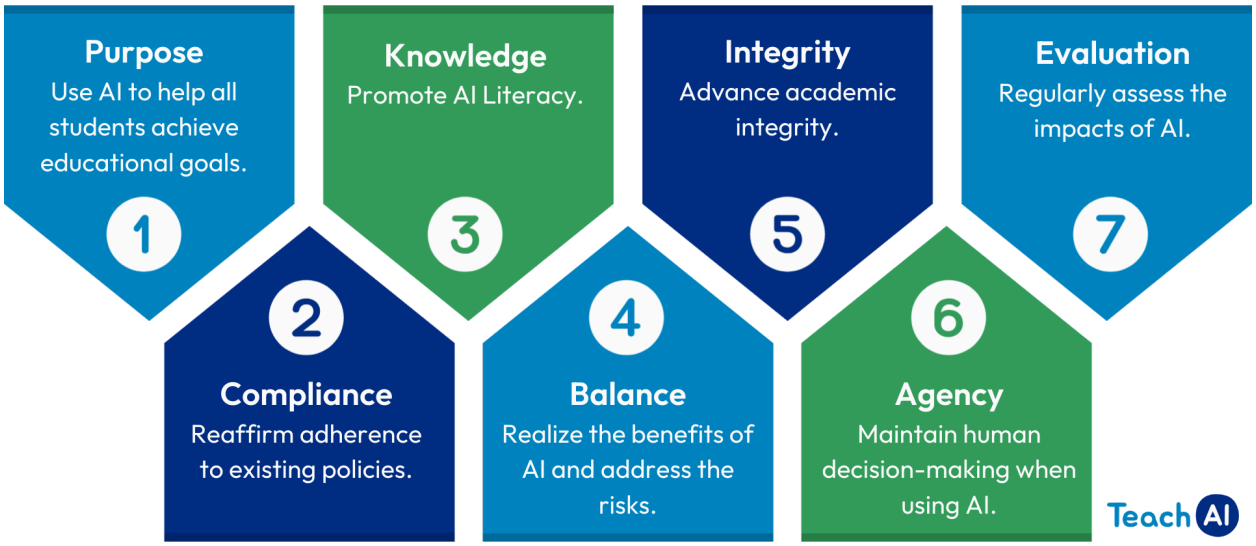
Scope

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance is designed to complement existing policies on responsible technology use, data protection, academic integrity, and student support.

Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

[1] Elizabeth Laird, Madeleine Dwyer, & Hugh Grant-Chapman, Off Task: EdTech Threats to Student Privacy and Equity in the Age of AI, Ctr. for Democracy & Tech (Sep. 20, 2023), https://cdt.org/insights/report-off-task-edtech-threats-to-student-privacy-and-equity-in-the-age-of-ai/.



1. **We use AI to help all of our students achieve their educational goals.** We will use AI to help us reach our community's goals, including improving student learning, teacher effectiveness, and school operations. We aim to make AI resources universally accessible, focusing especially on bridging the digital divide among students and staff. We are committed to evaluating AI tools for biases and ethical concerns, ensuring they effectively serve our diverse educational community.

2. **We reaffirm adherence to existing policies and regulations.** AI is one of many technologies used in our schools, and its use will align with existing regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content. We will not share personally identifiable information with consumer-based AI systems. We will thoroughly evaluate existing and future technologies and address any gaps in compliance that might arise.

3. **We educate our staff and students about AI.** Promoting AI literacy among students and staff is central to addressing the risks of AI use and teaches critical skills for students' futures. Students and staff will be given support to develop their AI literacy, which includes how to use AI, when to use it, and how it works, including foundational concepts of computer science and other disciplines. We will support teachers in adapting instruction in a context where all students have access to generative AI tools.

4. **We explore the opportunities of AI and address the risks.** In continuing to guide our community, we will work to realize the benefits of AI in education, address risks

associated with using AI, and evaluate if and when to use AI tools, paying special attention to misinformation and bias.

5. **We use AI to advance academic integrity.** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and teachers. Students should be truthful in giving credit to sources and tools and honest in presenting work that is genuinely their own for evaluation and feedback.

6. **We maintain student and teacher agency when using AI tools.** AI tools can provide recommendations or enhance decision-making, but staff and students will serve as "critical consumers" of AI and lead any organizational and academic decisions and changes. People will be responsible and accountable for pedagogical or decision-making processes where AI systems may inform decision-making.

7. **We commit to auditing, monitoring, and evaluating our school's use of AI.** Understanding that AI and technologies are evolving rapidly, we commit to frequent and regular reviews and updates of our policies, procedures, and practices.

Responsible Use of AI Tools

FCDS recognizes that responsible uses of AI will vary depending on the context, such as a classroom activity or assignment. Teachers will clarify if, when, and how AI tools will be used, with input from students, their direct reports, and other key institutional stakeholders as necessary. Such clarification will take place with students in writing and in conversation during class, and in planning documents. Use of AI tools will aim to be consistent within courses (MS and US) and within grade band (LS). Ultimately, the Associate Head of School for Teaching and Learning will be responsible for making final decisions with regard to the expectations and boundaries of responsible use in classes and assignments so that they align with our mission statement and applied learning curriculum.

In addition to responsible use, with regard to classroom activity or assignments, the Director of Technology will ensure compliance with applicable laws and regulations regarding data security and privacy (see below).

All members of the FCDS community are required to always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.

Below are some examples of responsible uses that serve educational goals.

Student Learning

- **Aiding Creativity:** Students can harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.
- **Collaboration:** Generative AI tools can partner with students in group projects by contributing concepts, supplying research support, and identifying relationships between varied information.
- **Communication:** AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations.
- **Content Creation and Enhancement:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students organize thoughts and content, and help review content.
- **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, making personalized learning more accessible to a broader range of students. AI-powered virtual teaching assistants may provide non-stop support, answer questions, help with homework, and supplement classroom instruction.

Teacher Support

- **Assessment Design and Analysis:** In addition to enhancing integrated assessment design, AI can conduct individualized feedback to identify gaps in knowledge or skills and enable whole student development. Teachers will ultimately be responsible for evaluation, feedback, and grading, including determining and assessing the usefulness of AI in supporting their grading work. AI will not be solely responsible for grading.
- **Content Development and Enhancement for Differentiation:** AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and customizing independent practice based on student needs and proficiency levels.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs and interests, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Research and Resource Compilation:** AI can help educators by recommending books or articles relevant to a lesson and updating teachers on teaching techniques, research, and methods.
- **Parent-Teacher Communication:** AI can assist teachers in creating written reports for communication with parents, such as progress report comments, emails, etc. AI should never be solely responsible for parent-teacher communication, and all written messages should be vetted and edited by the teacher. No identifying information about students or parents should be included in an AI tool, unless it adheres to privacy and security regulations.

Assessment Strategies

- Teacher Considerations for Assessments may include:
    - Design Authentic Assessments that are AI-Resilient
        - Personalized Assessments
        - Integrate Personal Reflections
        - Process-Oriented Tasks
        - In-Class Assessments
        - Alternative Assessments - Portfolios with feedback, projects, learning activities that are experiential in nature
    - Integrate AI Awareness into Curriculum
        - Remind students of the capabilities and current limitations of AI Tools and the ethical implications and biases
        - Remind/reinforce the need to critically evaluate AI generated content, emphasizing fact-checking and your own personal insight and judgment
    - Promote Academic Integrity and AI Transparency
        - Clearly Explain AI Policies for your classroom
        - Identify AI Expectations for Individual Assignments
        - Incorporate AI Guidelines into Rubrics
        - Integrate the FCDS Statement of Community
        - Open Dialogue - Maintain open lines of communication and allow students to seek guidance about using AI responsibly

School Management and Operations

- **Communications:** AI tools can help draft and refine communications within the school community, deploy chatbots for routine inquiries, and provide instant language translation.
- **Operational Efficiency:** Staff can use AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, increasing energy savings, and generating performance reports.
- **Learning Management Systems (LMS):** AI can analyze student performance data to provide insights to educators, helping them tailor instruction or interventions.

FCDS Policy Regarding Prohibited Uses of AI Tools

As we work to realize the benefits of AI in education, we also recognize that risks must be addressed. Below are the prohibited uses of AI tools and the measures we will take to mitigate the associated risks.

Student Learning

- **Bullying/harassment**: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of

respect, inclusivity, and academic integrity at all times.

- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their classrooms, and teachers and students are expected to review outputs generated by AI before use.
- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval and adequate documentation. Students should not submit AI-generated work as their original work. Staff and students will be taught how to properly cite or acknowledge the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our Academic Integrity Policy will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.

Teacher Support

- **Societal Bias:** AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will be taught to understand the origin and implications of societal bias in AI, AI tools will be evaluated for the diversity of their training data and transparency, and humans will review all AI-generated outputs before use.
- **Diminishing student and teacher agency and accountability:** While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. The core practices of teaching, mentoring, assessing, and inspiring learners will remain the teacher's responsibility in the classroom. AI is a tool to augment human judgment, not replace it. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping “humans in the loop.”[2]
- **Privacy concerns:** AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students’ and teachers' privacy rights and create a surveillance culture.

[2] U.S. Department of Education, Office of Educational Technology, Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations, Washington, DC, 2023.

School Management and Operations

- **Compromising Privacy**: The education system will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws. See the Security, Privacy, and Safety section below for more information.
- **Noncompliance with Existing Policies**: We will evaluate AI tools for compliance with all relevant policies and regulations, such as privacy laws and ethical principles. AI tools will be required to detail if/how personal information is used to ensure that personal data remains confidential and isn't misused.

Special Consideration: Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.[3]

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect for individual differences.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the limited use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not exclusively use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
    - MLA Style - Generative AI

A Note on the FCDS Academic Integrity Policy on AI use
Using AI to generate complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.

Using AI tools to generate ideas or work, without explicit teacher/instructor

[3] International Center for Academic Integrity [ICAI]. (2021). The Fundamental Values of Academic Integrity. (3rd ed). www.academicintegrity.org/the-fundamental-values-of-academic-integrity

permission, for any assignment to be submitted as one's own is considered cheating.

For more resources on adjusting teaching and learning to uphold academic integrity:

- *Combating Academic Dishonesty from the University of Chicago*
- *Promoting Academic Integrity in your Course from Cornell University*
- *Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University*

Special Consideration: Security, Privacy, and Safety

We will implement reasonable security measures to secure AI technologies against unauthorized access and misuse. All AI systems deployed within FCDS will be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. For example, providers will make it clear when a user is interacting with an AI versus a human.

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented to.

AI Privacy in the Classroom

Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal information with an AI System could violate privacy if not properly disclosed.

Definition of personally identifiable information:
For the purposes of this policy, includes:

- Full Name
- Home Address
- Email Address
- Phone Numbers
- SSN
- Medical Details
- Photos and video

- Date of Birth

Responsibilities of Staff and Students:

- Ensure that any use of AI tools complies with existing data privacy agreements and school policies.
- Obtain necessary permissions and consents before entering or sharing any personally identifiable information with AI tools.
- Report any suspected breaches of personally identifiable information to the designated privacy officer or school administration immediately.

By adhering to these guidelines, we aim to protect the privacy and confidentiality of all individuals within our educational community while responsibly leveraging the benefits of AI technology in the classroom.

Review

This guidance will be reviewed annually and as needed to respond to FCDS's needs and based on changes in laws, regulations, and technology. We welcome feedback on this policy and guidance document and its effectiveness as AI usage evolves.

Resources

Approved AI Resources

AI doesn't have to start and stop with direct access to ChatGPT. Many popular services are working on strategies to implement AI into their products to make them better and more powerful. You are already using or have access to AI with popular products like:

- Grammarly Free
- Canva
- Adobe
- Khan Academy
- ChatGPT

Remember to use the FCDS Digital Resource Adoption policy if you find additional tools that you would like to use in

Curious about how AI was involved in the generation of this document?
This document is a version of the "TeachAI Sample Guidance on Use of AI in Our School" modified for FCDS. TeachAI is a consortium of organizations, and the toolkit for developing guidance and policy on AI use was written with the use of generative AI tools, including Gemini, Bing Chat, ChatGPT 4.0, and Claude, and an intelligent writing assistant. For more specific details on the creation of the toolkit and sample document, visit teachai.org/toolkit.

your classroom. Free tools must be evaluated for privacy and terms and often free tools create issues when you begin to scale them to use in several sections of a course.

AI Free Professional Development Resources

- Schedule 1:1 or Grade Level / Department Time with your Educational Technology Integrator (Summer sessions or Throughout the year)
- GOA Course - AI Essentials for Educators
- AI For Education Webinars
- Self-Study - AI for Education 2-Hour Course

AI Literacy and Digital Literacy

- AI 101 for Teachers from Code.org, ETS, ISTE, and Khan Academy
- AI4K12 Five Big Ideas in AI
- ISTE's AI resources, including ISTE Standards: Computational Thinker (ISTE)

Citing AI Use

- MLA Style - Generative AI

Academic Integrity

- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University
- AI Assessment Scale (Stop Light)

AI Use Cases in Education

- How to Use ChatGPT to Enhance Active Learning (Ministry of Education in Chile)
- 100 Practical Applications and Use Cases of Generative AI (Government of the United Arab Emirates)
- ChatGPT Focused Lessons (Power and Problems with Gen AI)

Additional Resources for Crafting AI Guidance and Policies

- Artificial Intelligence and Future of Teaching and Learning: Insights and Recommendations (United States Dept. of Education, OET)
- Bringing AI to Schools: Tips for School Leaders (ISTE)
- Setting Conditions for Success: Creating Effective Responsible Use Policies for Schools

(CoSN, ISTE)
- Guidance for Generative AI in Education and Research (UNESCO)
- The urgent need to update district policies on student use of artificial intelligence in education (PACE)
- From reactive to proactive: Putting districts in the AI driver's seat (PACE)
- Off Task: EdTech Threats to Student Privacy and Equity in the Age of AI (CDT)
- Rubric for Evaluating AI Tools

Ethical AI Procurement

- Media AI Ratings System (Common Sense Media)
- Emerging Technology Adoption Framework (Digital Promise)
- The Ethical Framework for AI in Education (Institute for Ethical AI in Education)
- Education Technology Industry's Principles for the Future of AI in Education (Software & Information Industry Association)
- EdSAFE AI SAFE Benchmarks (Ed SAFE AI Alliance)
- K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist (CGCS, CoSN)