



Fayette County Public Schools **Guidance for Artificial Intelligence**

Purpose

This document provides guidance to our students, staff, administrators, and school community regarding the ethical and responsible integration of Artificial Intelligence (AI), specifically focusing on generative AI tools. It outlines the appropriate use of AI in classroom instruction, lesson planning, and feedback processes to enhance the educational experience for our students. This guidance complements existing expectations and policies for technology use, data protection, and academic integrity.

Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, academic integrity, and security.

We will use AI as it aligns to educational goals.

AI will be used to support district priorities, including student achievement, student efficacy, and a highly effective workforce. We will use AI to improve teaching and learning and strive towards equitable outcomes for all, recognizing the ability of AI tools to provide individualized learning support. We aim to reduce barriers to AI tools, while safeguarding student information and privacy, to provide equitable access to this technology.

We will ensure AI use aligns to existing policies and guidance.

AI is one of many technologies used in schools and it is developing at a rapid rate. All AI tools used should adhere to state and federal privacy laws, such as the Family Educational Rights and Privacy Act (FERPA)¹, the Children's Online Privacy Protection Act (COPPA)², and Kentucky House Bill 5 (2015)³. We will also monitor AI usage to ensure it aligns with the district Acceptable Use Policy⁴ for both staff and students, as well as guidance on academic integrity in the Student Code of Conduct.

We will educate staff, students, and stakeholders about Artificial Intelligence.

Understanding that AI will be an integral part of our students' futures, it is critical to develop AI literacy for our students, staff, and stakeholders. AI literacy instruction and support will include how to use AI to support learning, when to use it, how it works, and how to evaluate tools for accuracy, bias, and information security.

We will maintain a human-centered approach to AI.

All AI use should start and end with human insight. It is the responsibility of both staff and students to critically evaluate the information provided by AI tools for both accuracy and bias, and remain accountable for the decisions made based on this evaluation.

¹ Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99.

² Children's Online Privacy Protection Act of 1998 (COPPA), 15 U.S.C. §§ 6501-6506.

³ KY HB 5 (2015) FAQ <https://education.ky.gov/districts/tech/Pages/Best-Practice.aspx>

⁴ Fayette County Public Schools Access to Technology Resources, 08.2523 (2018)

What is Artificial Intelligence

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence. These systems are capable of learning from data, adjusting their behavior when they come across new information, and making decisions or predictions. Generative AI allows the tool to create new and original content that may include text, video, images, and music. AI encompasses a range of technologies used in everyday life.

Responsible Use of AI Tools

Student Learning

Students must develop AI literacy skills in order to ensure the responsible use of AI and equip them for the future. Instruction and support in this area should include developing a foundational understanding of how AI tools work, how to use AI to support learning, how to navigate AI tools safely and responsibly, and how to evaluate generative outputs for accuracy and bias. With these skills, students will be empowered to use AI tools to enhance their learning, while avoiding over reliance on them.

Develop Foundational Understanding

Students will gain an understanding of AI tools and how they work, consider benefits and risks, and understand potential societal and ethical impact.

Foster Responsible Use

Students will become discerning AI users, fostering responsible use through evaluating outputs, understanding data security, and maintaining academic integrity.

Evaluation of Output

Students will become critical users of AI tools, evaluating responses for accuracy and potential bias.

Data Security

Students will develop an understanding of how data is being used in order to foster responsible data use and protect private information.

Academic Integrity

Students will learn to use AI in a way that enhances the learning process, while upholding academic integrity

Promote Learning

Students will balance critical thinking and practical AI usage skills to enhance their learning experience.

Foster Critical Thinking and Problem Solving

Students will engage with AI to enhance creative thinking and address complex problems.

AI Skills Development

Students will build on their knowledge of how AI tools work to generate quality prompts, identify new ways to connect AI tools with learning, and develop strategies to use AI tools for personalized learning support.

Expectation of AI Use

Educators should openly communicate their expectations of student use of AI, specifying when students are permitted to use it. The chart below, *Sample Levels of AI Use*⁵, is provided as a resource. This can be used as a starting point as teachers develop their own expectation of AI use, either for the class as a whole or on an individual assignment basis.

Sample Levels of AI Use

Level of AI Use	Description	Example
Permissive	Students can freely utilize AI tools, using a human centered approach, to assist in their assignments, such as generating ideas, media, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, but proper citation is required."
Moderate	Students can use AI tools for specific parts of their assignments, such as initial research, but the core content and conclusions should be original.	"You can employ AI tools to assist brainstorming or initial research, but the main content, arguments, and conclusions should be your own."
Restrictive	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and use of generative AI will be treated as plagiarism."

Note

Educators should be advised that technologies that claim to identify the use of generative AI for detecting cheating and plagiarism have inherent risks associated with bias, as well as the potential for false positives and negatives. It is crucial for teachers to exercise caution and consider these factors when analyzing work for academic integrity purposes.

Transparency and Citation

Students are expected to honestly attribute credit to sources and tools, presenting work that genuinely reflects their own efforts for evaluation and feedback. As part of the disclosure, students may be asked to cite their use of an AI system. Examples of appropriate citations are provided as reference resources.

- [MLA Style - Generative AI](#)⁶
- [APA Style - ChatGPT](#)⁷
- [Chicago Style - Generative AI](#)⁸

⁵ Adapted from Levels of AI Use Table: Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [1/17/2024].

⁶ <https://style.mla.org/citing-generative-ai/>

⁷ <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

⁸ <https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>

Teacher Support

Educators will maintain a human-centered approach when using AI, ensuring that teachers and other individuals are actively involved in the educational processes where AI is applied. Staff will review information entered in AI tools to ensure student privacy and protect sensitive information. Results from AI tools will also be evaluated for accuracy and bias, as well as alignment with goals and objectives. AI tools may support lesson and resource development, but final feedback and evaluation will ultimately be the responsibility of the teacher.



Content Development

Using AI tools for instructional planning can help teachers increase opportunities for critical thinking, student engagement, alignment to instructional outcomes, and offer suggestions for differentiation based on student need and interest. AI tools can also help curate relevant resources to support instruction.



Enhanced Differentiation

AI can aid in customizing individualized instruction based on student need and proficiency levels.



Assessment Design

With teacher oversight, AI tools may be used to provide alignment between assessments and content standards, as well as suggestions for increased rigor and differentiation.



Student Feedback

By providing timely, individualized feedback based on specific criteria, AI tools can generate potential feedback for students to better refine their final product.

Educators will have the opportunity to develop AI literacy skills through ongoing professional learning, helping them to incorporate best teaching practices and emerging technologies in the classroom.

Management and Operations

In managing school and district operations, a commitment to integrity guides the use of AI technologies. AI will only be used in ways that protect student and staff privacy and prevent unauthorized data collection. While AI tools may enhance various aspects of district and school management and operations, decision-making and oversight is the responsibility of staff and leadership.

Communication

AI tools may be used to help draft and refine communication within the community to ensure timely updates and overcome language barriers.

Operational Efficiency

Staff might employ AI tools to streamline administrative processes, automate routine tasks, and support operations.

Conclusion

Artificial intelligence will become prevalent across all industries and parts of life. As FCPS moves forward, it is imperative that students understand how to use these emergent technologies ethically and effectively. In order for students to maximize opportunities to use this technology in a real world context, FCPS will seek to partner with stakeholders to ensure that the tools are used appropriately to enhance, rather than hinder, the learning process. Additionally, we will work to build structures within the learning process to use the AI tools towards meeting our goal of ensuring equitable outcomes for all students. We believe that these innovative learning experiences will prepare our students for the 21st century and beyond.