STAFF AND STUDENT AI GUIDELINES

In the spring of 2025, the AI User Group worked together to develop AI use guidelines to support ethical and responsible use of AI tools/resources.



Regional School District 18 AI Guidelines

Definition of Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence- such as problem-solving, recognizing patterns, learning from data, and making decisions.

Examples: Large Language Models (LLMs) based on Generative AI, Reasoning Models, Agentic AI, Physical AI, Multi-Modal AI, Machine Learning (ML)

Equitable Access

Providing all students with fair and equitable access to AI tools and resources is essential for ensuring equal opportunities in learning, creativity, and innovation.

AI Competency

Developing AI literacy—including skills like effective prompting and critical evaluation of AI-generated content—is essential for students, educators, and leaders. Understanding how AI may use intellectual property, introduce bias, or generate false information ("hallucinations") is key to using it responsibly and with integrity.

Augmentation Over Replacement

Human insight, creativity, and critical thinking must remain at the core of every learning experience. AI should serve as a tool to enhance learning and productivity—not to replace human effort or original thinking.

Verification and Fact-Checking

AI-generated content must always be verified for accuracy and credibility. It is critical to cross-check AI outputs with trusted and reliable sources.

Human in the Loop & the Central Role of Cognitive Skills

AI use must strike a balance between technological support and human thought. All AI-assisted work should involve human oversight to ensure ethical, thoughtful, and context-appropriate results.

AI should never replace the learning process; instead, it should support and deepen cognitive skills like problem-solving, critical thinking, and creativity.

Transparency and Accountability in Use

AI must be used in safe, ethical, and constructive ways. As a district, we are committed to fostering a school culture where AI enhances responsible learning. We will continue to monitor this rapidly evolving technology and adapt our practices to best support students and staff.

Work Cited

Using AI is a research tool that must be cited as any other resource. It is important to remember that AI is pulling from multiple sources from the internet and does not always produce factual information. How to cite AI generated content.

The following format is appropriate for attribution (although students must check with their instructors to ensure this is sufficient):

- AI tool and version
- Date
- All prompt/s or instructions put into any/all AI tools

Examples of AI Models include:

- Large Language Models (LLMs) based on Generative AI: AI systems that generate and understand human language by processing large amounts of text data, like virtual assistants and chatbots. They can create new content, such as art, music, or *even* realistic videos, by learning from existing data. This is the most common type of AI that staff and students will use in school.
- Reasoning Models: AI systems designed to simulate human-like reasoning and problem-solving. These models use techniques like chain-of-thought prompting, retrieval-augmented generation (RAG), and symbolic reasoning to improve their ability to analyze information, provide justifications, and support decision-making.
- Agentic AI: AI systems designed to operate autonomously, making decisions and taking actions to achieve specific goals without continuous human intervention.
- Physical AI: AI systems integrated into robotic or embodied systems (examples: robots or self-driving cars), enabling them to interact with and manipulate the physical world through sensors, actuators, and real-world navigation.
- Multi-Modal AI: AI systems that process and integrate information from different types of data (such as text, images, audio and video).
- Machine Learning (ML): AI systems that learn and improve from experience without being explicitly programmed, such as recognizing handwriting or predicting weather patterns.

Regional School District 18 AI Student Guidelines

Roles and Responsibilities

Students Will:

- Use AI in a safe, ethical, and productive manner, when appropriate.
- Engage in academic work honestly, disclosing AI use to maintain trust and integrity.
- Evaluate the credibility, accuracy, and potential bias of AI-generated content.
- Reflect on and explain how AI was used and how it supported their learning.
- Report any unsafe or unethical AI use to a trusted adult.

Students: How to Know If and When to Use Generative AI (GenAI)

- **Always ask your teacher** if GenAI is allowed for a specific assignment.
- **Track your usage** by copying and pasting your AI interactions into a Word or Google document.
- **Cite the tool** properly when submitting your assignment.





Appropriate Uses of AI

- **Research Assistance**: Gathering information and building background knowledge for topics, assignments, or assessments.
- **Creative Projects**: Generating ideas for art, music, or writing to spark original work.
- **Practice & Revision**: Using AI for practice problems, grammar checks, or constructive feedback.
- **Personalized Learning**: Using AI as a tutor to support individualized learning at your own pace.

Inappropriate Uses of AI

- **Submitting AI-Generated Work**: Turning in AI-created assignments without disclosure or personal input.
- **Plagiarism**: Using AI to rephrase content without proper citation to avoid plagiarism detection.
- **Spreading Misinformation**: Relying on AI content without verifying its accuracy with reliable sources.
- **Not Asking Permission**: Using GenAI without confirming it's allowed for the assignment.

Region 18 AI Staff Guidelines

GENERATIVE AI DATA PRIVACY



- Generative AI refers to systems capable of producing new, original content such as text, images, and music by accessing existing data
- Never enter personally identifiable information like names, class rosters, or other confidential data into AI tools
- Any such information becomes unsecure and may be accessed by AI systems
- Staff should be cautious about which AI products they are using
- Always consider the purpose and context before using AI tools

CREATIVITY/AGENCY



- Staff are encouraged to explore how AI can boost productivity, enhance creativity, and save time when planning
- AI can be used to draft lessons, generate activities, and connect content to standards
- AI can provide feedback to students based on uploaded rubrics
- AI can serve as a planning partner for nearly all aspects of teaching
- When used appropriately, AI supports increased rigor and durability of learning
- AI can also support differentiated instructional practices

TRANSPARENCY



- Staff using AI should be clear about how it supports their work, especially when providing feedback on student work
- It is imperative that all AI-generated content is reviewed to keep "the human in the loop"
- AI should be used to enhance, not replace, critical thinking, problem solving, and pattern recognition
- Great teaching blends content expertise with empathy, timing, creativity, and intuition
- AI does not generate the human elements essential to effective teaching

RESPONSBILITIES



- Staff must follow the R18 Norms when using AI
- It is our responsibility to model ethical use of AI
- Staff should instruct students on when, how, and for what purpose they can use AI to support their work
- AI literacy is critical for both students and staff as we enter a new phase of technological advancement
- Following norms and building trust within our community provide the foundation for new learning and literacy development

BIAS/LIMITATIONS



- AI accesses both vetted and unvetted resources, which can lead to incorrect information known as "hallucinations" and reinforce biases, stereotypes, and assumptions
- When using AI for grading, providing a rubric helps ensure more accurate and fair feedback
- AI lacks original thought and human experience, which limits its contextual understanding
- Equitable access to AI tools and literacy development is essential in this evolving landscape