

**Student  
Guidelines  
for the use of  
Artificial  
Intelligence**

## Introduction

Since the release of ChatGPT in 2022, generative artificial intelligence (AI) has become widely accessible and increasingly influential in education. Schools across the country are working to understand both the opportunities and challenges this technology presents. AI tools can automate routine tasks and give teachers more time to focus on students. At the same time, they can also be used to generate content in ways that may bypass the deeper thinking and learning students are expected to develop.

The Carl Junction School District has formed a dedicated learning group to explore how generative AI can be used responsibly in our schools. This group is focused on promoting safe, ethical, and creative uses of AI, while also protecting student data and privacy. Its mission is to help staff, students, and families understand how to use AI tools appropriately to support learning, innovation, and responsible digital citizenship.

Carl Junction R-1 School District is committed to preparing our graduates for the challenges and opportunities of the future—and AI will certainly be a part of that future.

This student guide, along with the accompanying staff guidance, is intended as a resource for educators who elect to incorporate AI tools into their instruction, not a requirement to do so. Note that Dual Credit and Advanced Placement courses are guided by external entities; in these circumstances, the policies and expectations of those entities will be followed.

## Vision

At Carl Junction R1 School District, we envision a future where Artificial Intelligence (AI) is available as a powerful tool to enhance teaching and learning, fostering innovation, equity, and personalized education for all PreK-12 students.

Through the responsible and ethical integration of AI, we aim to:





- **Empower Students** by offering adaptive learning opportunities that meet individual needs, promote critical thinking, and prepare them for a technology-driven world.
- **Support Educators** by providing options for AI that can enhance instructional strategies, streamline administrative tasks, and provide data-informed insights to support student growth.
- **Foster Equity and Inclusion** by ensuring that when AI tools are used, they are accessible, fair, and designed to help bridge learning gaps while recognizing the irreplaceable role of human connection in education.
- **Encourage Digital Citizenship** by guiding students in the ethical use of AI, strengthening data literacy, and fostering responsible decision-making in an evolving digital landscape.

With AI as a complement to, not a replacement for, quality teaching, we are committed to enriching learning, inspiring curiosity, and preparing all students for success in the 21st century.

# Acceptable Levels of AI Use

There are four levels of acceptable AI use. Teachers will inform students and parents about the specific level(s) of use that is acceptable for their course, either through the syllabus or assignment instructions. **AI platforms approved for use at CJR-1 are listed on the district website under student links.**


## ELEMENTARY:

	<p>No AI</p> <ul style="list-style-type: none"><li>• You <b>cannot</b> use AI at all.</li><li>• You must use <b>your own brain</b> and skills.</li><li>• Using AI in this case is <b>breaking the rules</b>.</li></ul>
	<p>AI Coach</p> <ul style="list-style-type: none"><li>• You can use approved AI to <b>give you feedback, help you edit, or help you understand a topic</b>.</li><li>• AI <b>cannot</b> write for you or make things up.</li><li>• If you use approved AI, you must <b>tell your teacher</b> and include a special note with your work.</li></ul>
	<p>AI Partner</p> <ul style="list-style-type: none"><li>• Your teacher will tell you what parts of your work approved <b>AI can help with</b>.</li><li>• You still have to <b>check AI's work</b> to make sure it's right.</li><li>• You must <b>give credit</b> when you use AI.</li></ul>
	<p>AI Teammate</p> <ul style="list-style-type: none"><li>• You can use approved AI <b>all through your work</b> to help you think and create.</li><li>• AI is like a <b>helper, not the boss</b>—you make the final decisions!</li><li>• You must <b>give credit</b> and explain how AI helped you.</li></ul>

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## SECONDARY:

	<p>No AI</p> <ul style="list-style-type: none"><li>• AI is <b>not allowed</b> for this class or assignment.</li><li>• You must rely on <b>your own thinking, skills, and effort</b>.</li><li>• Using AI <b>violates academic integrity</b> and is considered cheating.</li></ul>
	<p>AI Coach</p> <ul style="list-style-type: none"><li>• Approved AI can be used for <b>small tasks</b> like checking your writing, giving feedback, or helping you understand a topic.</li><li>• AI <b>cannot generate content</b> (it can't write for you).</li><li>• If you use AI, you <b>must include a reference</b> explaining how you used it (see AI Citation Guidance).</li></ul>
	<p>AI Partner</p> <ul style="list-style-type: none"><li>• Approved AI can help with <b>specific parts</b> of your work, as directed by your teacher.</li><li>• You <b>must fact-check and review</b> all AI-generated content.</li><li>• You are required to <b>cite AI use properly</b> (internal citations, works cited, and an appendix).</li></ul>
	<p>AI Teammate</p> <ul style="list-style-type: none"><li>• Approved AI can be used <b>throughout your work</b> to assist in brainstorming, organizing, and creating.</li><li>• AI is a <b>co-pilot, not the driver</b>—you are responsible for the final product.</li><li>• You <b>must properly cite AI</b> and explain how it was used in your work.</li></ul>

## **Guidelines for Student Use of GenAI**

As Generative Artificial Intelligence (GenAI) becomes increasingly integrated into education, it is essential to establish clear guidelines on the ethical and legal use of GenAI tools within Carl Junction Schools. These guidelines aim to support responsible AI use, proper citation practices, and prevent misuse in academic and professional settings. These guidelines will be regularly reviewed and updated as AI technologies evolve.

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### **I. Appropriate GenAI Use**

**With teacher permission**, students may use GenAI to:

- Spark creativity and support learning: Brainstorm ideas, explore new approaches to assignments, generate content for multimedia projects, receive immediate feedback, or review class concepts.
- Stay organized and reduce overwhelm: Break assignments into smaller steps, organize thoughts before writing, and find clear explanations of challenging material.
- Think critically and collaborate: Evaluate AI-generated responses, discuss strengths and weaknesses with peers, and use GenAI as a partner to enhance—not replace—your own originality.
- Develop digital citizenship: Explore how GenAI shapes society, reflect on its ethical use, and engage thoughtfully as an informed and responsible citizen.

### **II. Inappropriate GenAI Use**

#### **A. Prohibited Uses**

- Submitting AI-generated content as one's original work without proper citation.
- Using AI tools to fabricate data, references, or academic results.
- Misusing AI to generate harmful, discriminatory, or unethical content.
- Using AI tools to plagiarize or circumvent academic integrity policies.

#### **B. Legal and Ethical Considerations**

- Violations of copyright law when using AI-generated content without permission.
- Breaches of privacy or data security when improperly handling AI tools.
- Ethical concerns related to AI bias and fairness in AI-generated outputs.

#### **C. Consequences of Inappropriate Use**

- Disciplinary action per school policies.
  - Requirement to resubmit assignments following proper guidelines.
  - Loss of privileges to use AI tools in academic settings.
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### III. Proper Citation of AI

#### A. When to Cite AI Tools

- Whenever AI tools are used to generate text, images, code, data analysis, or other creative or academic content.
- When AI is used as a reference or source of information that contributes to a student's work.
- When paraphrasing, summarizing, or using ideas generated by AI systems.

#### B. How to Cite AI Tools

- In Text Citations: Clearly mention the AI tool used (e.g., ChatGPT, DALL·E) and specify how it contributed to the work.
- Formal Citations: Include AI tools in bibliographies or works cited pages following appropriate citation styles (e.g., MLA, APA).

#### C. Example Citation Formats

- **MLA:** OpenAI. ChatGPT. Version 4, OpenAI, 2025, chat.openai.com.
  - **APA:** OpenAI. (2025). ChatGPT (Version 4). OpenAI. Available at <https://chat.openai.com>.
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### IV. Data Privacy and Safe Use of Generative AI

Protecting student privacy is a top priority whenever technology is used in teaching and learning. All AI tools and platforms adopted by our schools must adhere to strict legal, ethical, and educational standards.

#### Compliance with State and Federal Regulations

- All AI platforms used by our district will comply with **Missouri's Student Online Personal Information Protection Act (SOPIPA)**, the **Children's Online Privacy Protection Act (COPPA)**, and the **Family Educational Rights and Privacy Act (FERPA)**. These laws ensure that student data is handled responsibly and that personal information is protected.
- No AI platform will be used unless it has been vetted and approved by the district's technology team for compliance with these regulations.

#### Training and Education

- **Annual Training:** Both students and staff will receive yearly training on the safe, responsible, and ethical use of AI tools. This training will emphasize protecting personal information, recognizing potential risks, and making informed choices when interacting with AI systems.
- **Ongoing Support:** Teachers will receive continued professional development to keep pace with changes in technology, laws, and best practices.

## Secure Platforms and Safeguards

- AI platforms selected for classroom use will be designed to **prevent the transfer of student data outside the district-approved environment**. This means that data stays within secure, protected systems and is not shared with external parties.
- Platforms must include **robust privacy and security features**, such as restricted access, encrypted data handling, and monitoring to ensure compliance with district policies.

## Best Practices for Safe Use

- **No Data Sharing:** Students and teachers are prohibited from entering personally identifiable information (PII) into AI tools.
- **Transparency:** Educators will communicate clearly with students and families about when and how AI tools are being used.
- **Responsible Use Agreements:** Students and staff are expected to follow the district's Acceptable Use Policy (AUP), with specific guidelines for AI use.
- **Regular Review:** The district will review approved AI platforms on a regular basis to ensure continued compliance with laws and evolving privacy standards.

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## Glossary

**AI:** a branch of computer science aimed at creating machines that mimic human intelligence. It's used to perform tasks that usually require human thought, like understanding language, recognizing patterns, or making decisions. Types of AI range from systems doing specific tasks, like recommending movies or auto correcting typing errors to more advanced forms that can generate new content or predict future outcomes. AI is also behind self-driving cars and digital assistants, like Siri or Alexa. Essentially, AI allows machines to learn, adapt, and perform tasks like humans, often more quickly and accurately. It's a rapidly evolving technology that's already a part of our everyday lives. ([ISTE](#))

### Academic Integrity:

**Academic dishonesty:** Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty is a serious offense. It may result in a zero on a test or assignment and dramatically affect a student's grade in a class. ([CJHS Student Handbook](#); [CJ Intermediate Student Handbook](#))

**Plagiarism:** the unauthorized use or close imitation of another's language or thoughts and representing it as a person's original work. This includes giving or taking information from the internet, books, and other students and claiming the information as your own. Students will also fall into this category if they give answers to assignments or share essays with other students without the teacher's consent. ([CJHS Student Handbook](#))

**Direct Plagiarism:** Unless directly instructed by a teacher as part of a learning exercise, submission of work generated by artificial intelligence that is not the original work of the student. ([CJHS Student Handbook](#))

**Confidential Data/Information:** Information that the district is prohibited by law, policy, or contract from disclosing or that the district may disclose only in limited circumstances. Confidential data includes, but is not limited to, personally identifiable information (PII) about students and employees, student and employee medical information, student education records, and information about any student's individualized education program (IEP) or Section 504 plan. (School Board Policy [EHBD](#)) Laws governing personal information include:

**FERPA (The Family Educational Rights and Privacy Act):** a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. ([US Department of Education](#))

**COPPA (The Children's Online Privacy Protection Act):** COPPA imposes certain requirements on operators of websites or online services directed to children under 13 years of age, and on operators of other websites or online services that have actual knowledge that they are collecting personal information online from a child under 13 years of age. ([FTC](#))

**SOPIPA (Missouri's Student Online Personal Information Protection Act)** SOPIPA protects the privacy of students by regulating how online operators can use their personal information. It prohibits the use of student data for targeted advertising, prohibits the sale of student information, and prevents operators from creating student profiles for their own commercial gain.

**Critical Data/Information:** Information that is essential to district operations and that must be securely maintained to avoid disruption to district operations. (School Board Policy [EHBD](#))

## Types of AI

**Reactive AI:** A type of AI that operates based on predefined rules and does not have the capability to learn from past experiences. It reacts to specific inputs with predictable outputs. (e.g. Alexa, Roomba, Grammarly, Hemingway editor, etc.) (*IBM AI Research Papers*)

**Predictive AI:** analyzes historical data to identify patterns and forecast future outcomes. It relies on machine learning models to generate insights, commonly used in applications like fraud detection, recommendation systems, and stock market predictions. (Netflix's recommendation engine, which suggests content based on users' viewing history.) (*Bishop, C. M. (2006). Pattern Recognition and Machine Learning. Springer*)

**Generative AI:** AI that can create new content, such as text, images, and videos, based on learned patterns. (e.g. ChatGPT, Canva MagicWrite, Midjourney, Stable Diffusion, etc.) (*Harvard Business Review - The State of Generative AI*)

## Types of Generative AI

**Chatbots** (e.g. ChatGPT, HeyPi, & Bard): These tools generate human-like text based on the input they receive, capable of providing useful information or even engaging in a conversation. ([ISTE](#))

**Media Creation** (e.g. MusicLM, Stable Diffusion, Firefly): These tools generate images, audio, or video from descriptive prompts. Music and art can be generated to match existing artistic styles. ([ISTE](#))

**Learning Content** (e.g. Course Creator, Lesson Plan AI, Khanmigo): These are tools designed specifically to support learning needs. These can include creating lesson plans, whole courses, or serving as a coach for students or teachers. ([ISTE](#))

**Virtual Human Representations** (e.g. Syntheia, PlayHT): These systems generate spoken language from written text, effectively creating new audio content or from text to video. Video can be generated to provide human-appearing mentors to share and summarize content. ([ISTE](#))

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