Guidelines for the use of Artificial Intelligence

Carl Junction R-1 School District
Draft Copy as of April, 2025

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.

The intent of this guide is not to suggest that teachers must or should use AI tools with students but to provide a reference for staff who choose 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) serves 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 strive to:

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

With AI as a complement to, not a replacement for, quality teaching, we are committed to using technology to enrich learning, inspire curiosity, and prepare all students for success in the 21st century.

Levels of AI Use *(three samples of acceptable use follow for feedback.)*

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.

	## No AI • Students may not use AI. • Students must rely on their own knowledge and skills. • Using AI violates the CJR-1 academic integrity policy. • Teachers may require an academic honesty pledge against AI use.
	## AI-Assisted • Students may use AI for reactive tasks like feedback, editing, and tutoring. • No generative AI content is allowed. • Using AI beyond these tasks violates academic integrity. • .Students' final product must include an appendix and appropriate citation of AI (see Guidelines)
	## AI Enhanced • Students may use AI to complete teacher-specified elements. • Keep a human in the loop: students are responsible for providing human oversight and evaluating all AI-generated content. • Students' final product must include an appendix and appropriate citation of AI (see Guidelines)
	## AI Empowered • Students may use AI throughout to support their work. • AI should be a 'co-pilot' to enhance student creativity. • Keep a human in the loop: students are responsible for providing human oversight and evaluating all AI-generated content. • Students' final product must include an appendix and appropriate citation of AI (see Guidelines)

1	**NO AI**	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills. **AI must not be used at any point during the assessment.**
2	**AI-ASSISTED IDEA GENERATION AND STRUCTURING**	AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. **No AI content is allowed in the final submission.**
3	**AI-ASSISTED EDITING**	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using AI. **AI can be used, but your original work with no AI content must be provided in an appendix.**
4	**AI TASK COMPLETION, HUMAN EVALUATION**	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. **You will use AI to complete specified tasks in your assessment. Any AI created content must be cited.**
5	**FULL AI**	AI should be used as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity. **You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.**

AI ASSESSMENT SCALE (AIAS)

NO AI

AI must not be used

The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.

AI AS A STUDY TOOL

Use AI to Prepare, Review and Study

Use AI to learn skills and knowledge related to the course content and to prepare for course assessments.

IDEA GENERATION

No AI content in submission

AI can be used to enhance brainstorming, structure creation, and idea generation to improve work.

AI-ASSISTED EDITING

Include original work in appendix

AI can enhance student work for clarity and quality of final output, but cannot create new content

AI OUTPUT EVALUATED

Use AI as instructed; cite AI-content

AI completes task parts; students must discuss and critically evaluate AI output.

FULL AI

Use AI fully in the assessment

Use AI as a 'co-pilot' to enhance creativity and meet assessment requirements.

Guidelines for Proper Citation of AI and Inappropriate AI Use (Legal & Ethical Group)

Introduction

As Artificial Intelligence (AI) becomes increasingly integrated into education, it is essential to establish clear guidelines on the ethical and legal use of AI 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.

I. Proper Citation of AI

A. When to Cite AI Tools

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

B. How to Cite AI Tools

1. In Text Citations: Clearly mention the AI tool used (e.g., ChatGPT, DALL·E) and specify how it contributed to the work.
2. 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.

II. Inappropriate AI Use

A. Prohibited Uses

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

B. Legal and Ethical Considerations

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

C. Consequences of Inappropriate Use

1. Disciplinary action per school policies.
2. Requirement to resubmit assignments following proper guidelines.
3. Loss of privileges to use AI tools in academic settings.

III. Guidelines for Educators

1. Educators should provide guidance on the acceptable use of AI tools in their classes.
2. Encourage students to document their AI use and cite AI tools properly.
3. Implement assignments designed to promote ethical AI usage.

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)
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> **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)
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> **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)

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)

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)

Works Cited

Bishop, C. M. (2006). Pattern Recognition and Machine Learning. Springer)

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