



District Guidance for Artificial Intelligence Use

Impact Statement

Sheridan County School District #1 (SCSD1) recognizes the potential of Artificial Intelligence (AI) technologies, which are increasingly being integrated into education and society. As the heart of the community, we transform lives through education, collaboration, innovation, and commitment, and those skills will be deeply intertwined with AI. Following in the footsteps of calculators, computers, and wifi, AI appears to be quickly becoming a ubiquitous part of every person's life, and we believe that we owe it to our students and staff to prepare them for this reality.

SCSD1 is committed to empowering students and staff with the knowledge and skills to safely, responsibly, and effectively utilize AI technology. We aim to leverage AI's transformative potential to enhance academic skills, learning, and student success. Our strategic approach equips students and staff with AI-powered tools that promote creative and critical thinking, effective communication, and collaborative problem-solving.

Simultaneously, we prioritize mitigating potential risks associated with AI, such as data privacy concerns, impersonation, and academic dishonesty.

Understanding AI

Artificial Intelligence, or AI, refers to computer systems trained with data to automate tasks typically requiring human intelligence. Types of AI range from systems performing specific tasks, such as recommending movies or auto-correcting typing errors, to more advanced forms that generate new content or predict future outcomes. Figure 1 defines the general differences between reactive, predictive, and generative AI. AI is also behind self-driving cars and digital assistants, such as Siri and Alexa. AI utilizes data and algorithms to make decisions, generate predictions, or create content. AI enables machines to learn, adapt, and perform tasks like humans, often with greater speed and accuracy. It's a rapidly evolving technology that is already an integral part of our everyday lives (ISTE, 2023).



Reactive

Tools that respond to specific inputs or situations without learning from past experiences (e.g. Alexa, Roomba, chess-playing computer).



Predictive

Tools that analyze historical data and experiences to predict future events or behaviors (e.g. Netflix, credit-scoring systems).



Generative

Tools that generate new content or outputs, often creating something novel from learned patterns (e.g. ChatGPT, Stable Diffusion).

AI is...	AI is not...
A tool to augment learning and operations	A replacement for humans who bring expertise and value to their roles and communities, like highly qualified educators
Already embedded into many technologies you use	Something that can be ignored or "turned off"
Includes flaws, such as algorithmic bias, that should be considered	A source of unquestionable, factual information
A product of other people or organizations with their values, agendas, limitations, biases, and needs	Produced without the influence or interests of specific people or agendas
An algorithm that can make decisions, provide predictions, or generate new content based on data that was used to train or create the algorithm	A sentient program.

[Note. From Gwinnett County Public Schools \(n.d.\)](#)



Guidance for Principals

We recognize the potential of Artificial Intelligence (AI) in shaping our learning experiences, while emphasizing the importance of human insight and intuition. While AI offers valuable ideas and perspectives, our judgment determines their ethical use. We acknowledge the opportunities and risks associated with AI and are committed to navigating these thoughtfully to enhance our values of education, collaboration, innovation, and commitment. ([Santa Ana Unified School District, n.d.](#))

Accountability: The Superintendent or their designee will inform staff, students, and parents/guardians about the authorized uses of district technology, user responsibilities, and the consequences for any unauthorized or unlawful activities, as outlined in district regulations and the [Acceptable Use Policy](#), which all users must sign before use. Teachers and staff should emphasize the safe and responsible use of emerging technologies, such as generative AI. The district trusts teachers' professional judgment to make informed decisions about technology use in alignment with district policies and to report any concerns to their direct supervisor.

- **Student and Staff Empowerment:** AI tools can offer recommendations and support decision-making. Staff and students will act as informed users to guide and oversee the responsible and ethical use of AI. AI will not replace the essential role and value that educators and students bring to the learning process. Instead, AI should aid decision-making, creativity, education, development, growth, and productivity.
- **Equitable and Inclusive:** All teachers shall have access to AI tools to support diverse learning needs inclusively. Student access to these tools will comply with federal regulations.
- **Safe and Secure:** Students and staff should not be put at increased risk using AI, nor should their personally identifying information be unlawfully shared. The district will continually assess both the risks and opportunities associated with AI. Please adhere to FERPA, COPPA, CIPA, and PII guidelines. Please see the glossary for term definitions.
- **Continuous Evaluation of AI Technologies:** SCSD1 is committed to reviewing and updating its AI-related guidance, procedures, and practices to keep pace with evolving technologies. This ensures that all tools remain safe, effective, and inclusive for students and staff.



- **Advancing Academic Integrity:** Honesty, trust, fairness, respect, and responsibility continue to be expectations for both students and staff. Students and staff should be truthful in giving credit to sources and tools and be honest in presenting work that is genuinely their own for evaluation and feedback. Users must also be mindful of potential biases in generated content, with teachers and staff prepared to address these issues in an educational setting.

Guidance for Students

Students should be critical users of AI, evaluating if and how AI should be used in different settings. Students follow the SCSD1 [Acceptable Use Policy](#) and their teachers' guidance on using AI tools and ask for clarity before using them if they are unsure.

Evaluating AI Tools: While AI tools offer vast amounts of information, accurately recognizing facts is crucial. Students are responsible for ensuring the accuracy and integrity of their work when using AI. Students are expected to critically assess and confirm the accuracy of information provided by AI. Students should use AI tools with the guidance of trusted adults. Students should determine the purpose, safety, and trustworthiness of AI tools before using them. Not all AI tools are suitable for all ages, so please check with your teacher or parent first.

AI for Academic Purposes: All AI use for any assignment is at the teacher's discretion. Guidance may change based on assignments and learning goals. Before use, refer to the teacher's guidance on the appropriate use of AI tools in academic settings. Be sure to cite your use of AI.

AI Output Review: Always review and critically assess outputs from AI tools before submission or dissemination. Students should never rely solely on AI-generated content without review.

Bias and Misinformation: Be aware that AI-generated content may possess biases or inaccuracies. Always verify AI-generated results using trusted sources before incorporating them into academic work.

Overreliance: It is important not to become too dependent on AI tools. These tools lack human insight or understanding of specific situations. Students must continue to practice critical thinking by reviewing and evaluating AI-generated outputs before using them. The use of AI should be meaningful and responsible.

Opportunities for AI Use:



Aid Creativity: Students might harness generative AI to spark creativity across diverse subjects, including writing, visual arts, and music composition.

Communication: AI can offer students real-time translation, personalized language exercises, and interactive dialogue simulations. It can also help students consider different ways or tones to communicate an idea or message.

Additional Practice and Learning: AI can help generate personalized study materials, summaries, quizzes, and visual aids, assist students in organizing their thoughts and content, and facilitate content review.

Thought Partner: Students may use AI to help clarify, summarize, or even analyze their ideas in development. Students may use AI to do the following:

- Clarify academic content
- Brainstorm a topic
- Organize ideas and content
- Use as a tutor to clarify concepts, simplify complex content, practice, and review skills.
- Gain feedback to improve the quality of a piece of original content

Prohibited AI Use:

Plagiarism, Cheating, and Misrepresentation: Students should not copy from any source, including generative AI, without prior approval and adequate documentation. Any work with portions created or sourced from AI and presented as a student's original work without citation and/or teacher-approved use of AI is considered plagiarism. Students should always follow the teacher's guidance on using AI and [cite their use of AI](#) when permitted. Students should also refrain from using AI to misuse intellectual property or misrepresent the likeness of others.

Surveillance: Students are not permitted to use AI applications or wearables such as glasses and pins to record interactions with fellow staff and students.

Safety and Respect: Users must not use AI tools to create or propagate harmful, misleading, or inappropriate content.



Guidance for Staff

Staff should be critical users of AI, evaluating if and how AI should be used in different settings. Staff are also responsible for guiding students in the responsible and ethical use of AI, as well as adhering to all relevant laws and policies. Staff members should refer to the SCSD1's [Acceptable Use of Technology Policy](#) and other supporting resources on the SCSD1's website.

Need to Know:

Evaluating AI tools: Be sure to check details when using AI with students, as not all tools are approved for all ages or audiences.

AI for academic purposes: Teachers and school leaders are responsible for clarifying appropriate or prohibited uses of AI tools in the classroom. Teachers may allow the limited use of generative AI on assignments and learning goals, but this shall be clearly communicated to students when the assignment is given.

AI output review: AI writing detectors should not be used as the sole indicator of academic dishonesty, as they are often unreliable, can be circumvented by tools that enhance writing quality, and may exhibit bias against certain student populations. Similarly, AI-based scoring systems should not be relied upon as the sole method for grading assignments or delivering feedback, as they can be manipulated, often lack consistent reliability, and may introduce biases that undermine fair and accurate evaluation for students from diverse backgrounds.

Bias and misinformation: Be aware that AI-generated content may contain biases or inaccuracies. Always verify AI-generated results using trusted sources and understand the limitations of AI.

Opportunities for AI Use:

Enhance productivity: Staff can harness AI to generate ideas or examples for specific tasks or lesson planning, such as communication, question prompts, strategy ideas, and rubric templates.

Communication: AI can offer real-time translation, correct writing mistakes, clarify messages, or draft and refine communications.



Thought partner: Staff might use AI to help clarify, summarize, or even analyze their ideas in development.

Enhance instructional practices: AI can guide educators by recommending teaching and learning strategies tailored to student needs, personalizing professional development to meet staff needs and interests, suggesting collaborative projects between subjects or teams, and offering simulation-based training scenarios, such as teaching a lesson or interviewing potential candidates.

Operational efficiency: Staff can utilize AI tools to support school operations and streamline administrative processes, including scheduling courses, automating inventory management, enhancing energy efficiency, and generating performance reports.

Prohibited AI Use:

Diminishing student and teacher agency and accountability: AI 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.

Compromising ethics and privacy: Staff should not use AI in ways that compromise the privacy of staff or students or lead to unauthorized data collection, as this violates both privacy laws and our system's ethical principles. Staff should never enter personally identifiable information into AI tools.

Safety and respect: Users shall not use AI tools to create or propagate harmful, misleading, or inappropriate content.

Guidance for Parents

Parents play a crucial role in supporting and overseeing their children's use of technology, including AI. We encourage parents to engage in discussions and learn alongside their students as they become critical users of AI throughout their educational experiences.

In addition to these guiding principles, parents might also consider the following:



Explore AI for Yourself: Utilize tools like ChatGPT or Google Gemini to gain insights into their functions and the benefits and challenges they offer. Share your experiences with your students and discuss how these tools operate.

Supervise and Demonstrate: Monitor students' use of AI tools and demonstrate safe and responsible practices, as not all AI tools are suitable for every age group.

Define Expectations: While AI can be a valuable tool for enhancing learning and productivity, students must continue to develop their critical thinking, creativity, and collaboration skills.

Set Clear Expectations and Communicate: As with any technology, defining when and how students should interact with AI is essential. Keep lines of communication open and honest regarding its use.

Demonstrate Adaptability: As AI technology advances, our methods and understanding will also evolve. Stay ready to adjust your approach as you gain experience and learn alongside your students.

Definitions and Sources of Information

Glossary of Terms:

AI-Writing Detectors: These tools assess whether text is written by a human or generated by artificial intelligence. These tools analyze patterns and styles characteristic of AI to identify the source of the writing.

Cheating: to act dishonestly or unfairly to gain an advantage, especially in a game or examination.



CIPA: The Children's Internet Protection Act (CIPA) (47 U.S.C. § 254(h)) is a federal law that requires schools and libraries receiving federal funding to implement internet safety policies. It mandates the use of filtering software to block access to harmful content and requires educational programs to inform minors about responsible online behavior. Compliance with CIPA entails ensuring that these institutions have measures in place to protect children from inappropriate materials (47 C.F.R. § 54.520).

- Schools must ensure AI content filters align with CIPA protections against harmful content.

Cite Sources: Giving credit to the authors or creators of information you use in your work. It involves citing the source of the information so that others can verify it.

COPPA: The Children's Online Privacy Protection Act (COPPA) (15 U.S.C. §§ 6501–6506) is a federal law that imposes specific requirements on operators of websites or online services directed to children under 13 years of age and 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. AI chatbots, personalized learning platforms, and other technologies collecting data on children under 13 must adhere to COPPA requirements, such as obtaining verifiable parental consent before collecting, using, or disclosing personal information from children under 13 (16 CFR § 312.5).

FERPA: The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA requires schools to obtain written permission from the parent or eligible student before disclosing personally identifiable information (PII) from the student's education records, except in certain circumstances (34 CFR § 99.31). All technologies used by SCSD #1, including those powered by AI, must protect the privacy of student education records and comply with the parental consent requirements under the Family Educational Rights and Privacy Act (FERPA).



- AI systems must protect the privacy of student education records and comply with parental consent requirements. Data must remain within the direct control of the educational institution.
- AI chatbots, personalized learning platforms, and other technologies that collect personal information and user data on children under 13 must require parental consent.

Individuals with Disabilities Education Act (IDEA): AI must not be implemented in a manner that denies students with disabilities equal access to educational opportunities.

Personally Identifiable Information: All users are strictly prohibited from entering, or directing others to enter, confidential or personally identifiable information (PII) of any student, staff member, or individual into a Generative AI tool. Users should also refrain from entering their own personally identifiable information (PII). Personally identifiable information includes, but is not limited to, a person's name, address, email address, phone number, Social Security number, or any other details that could be used to identify someone (34 CFR § 99.3). Additionally, AI tools must not be used to threaten, intimidate, harass, or ridicule others.

Plagiarism: The act of using someone else's work, ideas, or expressions and passing them off as one's own. This includes copying text, images, or data without properly crediting the source.

Section 504: The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure their digital content and technologies are accessible to students with disabilities.

Sources and Supporting Information



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