



Triad CUSD #2

Artificial Intelligence Guidance

Updated April 2025

District Mission Statement

The mission of the Triad Community Unit No. 2 is to provide a challenging education ensuring students reach their full potential in a safe, positive, and accessible environment that inspires life-long learning.

Technology Mission Statement

Triad CUSD #2 strives to provide the students and staff of the Triad Community Unit School District #2 with current tools, knowledge, and data necessary to enhance critical thinking, analytical decision making, and information gathering to encourage academic success and personal growth as 21st century Learners.

Artificial Intelligence Position Statement

Triad CUSD #2 is dedicated to preparing students for the increasingly AI-driven world of tomorrow. We aim to create a learning environment that provides students with the necessary knowledge, skills, and ethical values to understand and influence artificial intelligence. Through the incorporation of AI education into our curriculum, we empower students to become future innovators who can navigate the complexities of this transformative technology while upholding ethical standards. Our goal is to cultivate a generation of learners who can confidently and responsibly utilize artificial intelligence for the benefit of society.

Purpose

This document guides our students, staff, and school communities on the appropriate and responsible use of artificial intelligence (AI), particularly generative AI tools, in classroom instruction, school management, and systemwide operations. Generative AI has potential benefits for education and risks that must be thoughtfully managed.¹

In education, AI offers immense potential while also presenting distinct challenges. The fundamental principle of using AI to support educational efforts must be a balanced and people-centered approach, often referred to as having "humans in the loop." This acknowledges that people are ultimately in charge of and responsible for the safe application of AI, without which the vast machinery of AI would lack educational purpose and benefit. AI

¹ Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [April 3, 2024].

technologies have not independently guided their own development or prescribed their characteristic form; instead, they have been developed as a means of task automation and problem-solving, requiring cautious use with human oversight. To better understand AI, it is helpful to consider six analogies that describe it in more concrete terms while recognizing its limitations and the need for responsible human control and input, although these analogies do not fully capture the extensive complexities, challenges, and far-reaching implications of AI applications.

Artificial Intelligence is like a...



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Integrating artificial intelligence in education is like riding an electric bike. On an electric bike, the human is fully aware and fully in control, but their burden is less, and their effort is multiplied by a complementary technological enhancement.

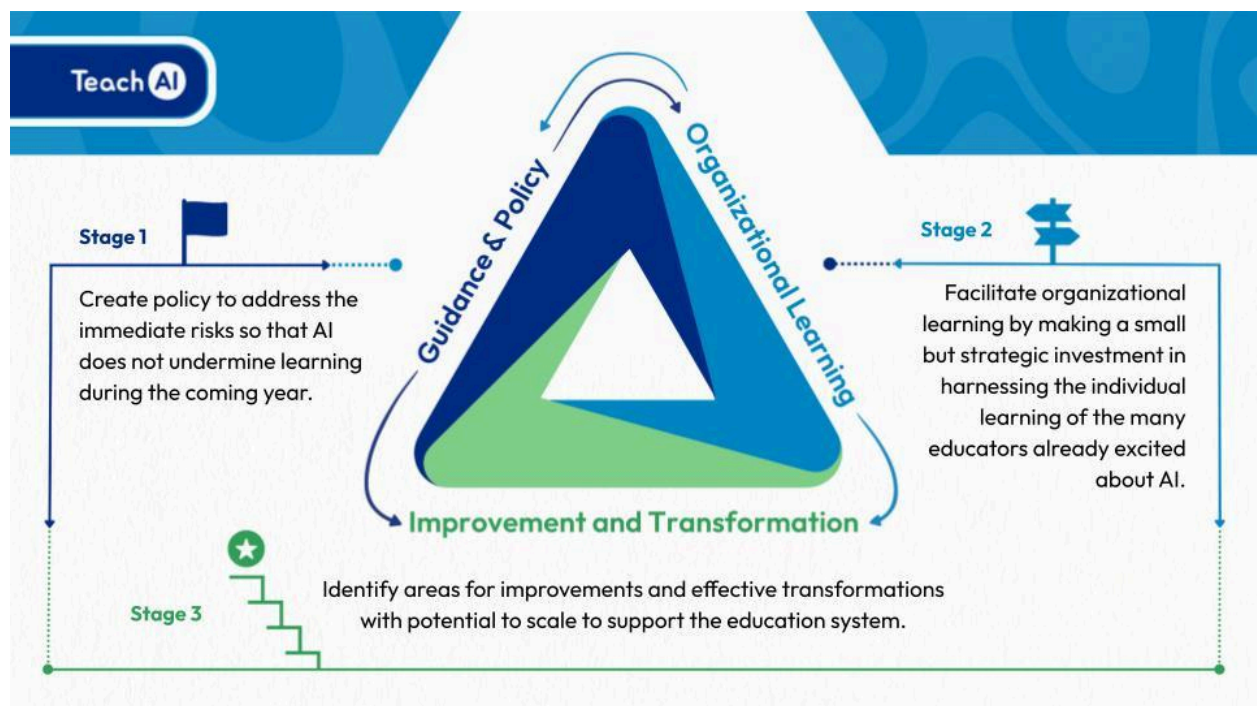
-US Office of Educational Technology

² Guidance, Considerations, & Intentions for the Use of Artificial Intelligence in West Virginia Schools . (n.d.). <https://wvde.us/wp-content/uploads/2024/03/30438-WVDE-AI-Guidance-v1.pdf>

Scope

This guidance applies to all students, teachers, staff, administrators, and third parties who develop, implement, or interact with AI technologies used in our education system. It covers all AI systems used for education, administration, and operations, including, but not limited to, generative AI models, intelligent tutoring systems, conversational agents, automation software, and analytics tools. This guidance complements existing policies on technology use, data protection, academic integrity, and student support.³

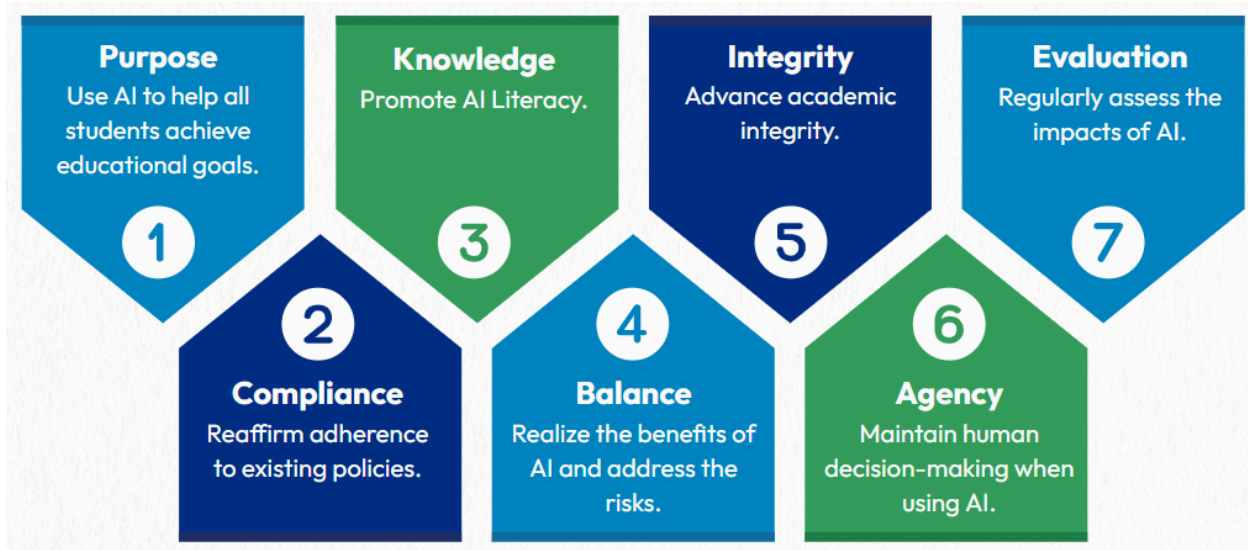
Framework



Guiding Principles

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle.

³ Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [April 3, 2024].



1. **(Purpose) We use AI to help all of our students achieve their educational goals.** By integrating AI into our practices, we aim to enhance student learning outcomes, increase teacher effectiveness, and streamline school operations, ultimately aligning with our district's overarching objectives. As we implement AI resources, we place a strong emphasis on making them universally accessible, with a particular focus on bridging the digital divide among our students and staff. To ensure that these AI tools effectively serve our diverse educational community, we are dedicated to thoroughly evaluating them for potential biases and ethical concerns.
2. **(Compliance) We reaffirm adherence to existing policies and regulations.** As AI is just one of the many technologies utilized in our schools, we will ensure that its implementation aligns with current regulations designed to safeguard student privacy, guarantee accessibility for individuals with disabilities, and shield our community from harmful content. As we move forward, we will diligently evaluate both existing and emerging technologies, proactively addressing any potential gaps in compliance that may arise during this process.
3. **(Knowledge) We educate our staff and students about AI.** We recognize that promoting AI literacy among our educational community is essential in addressing the potential risks associated with AI use while simultaneously equipping our students with critical skills for their future endeavors. To support this goal, we will provide our students and staff with the necessary resources and guidance to develop their AI literacy. This comprehensive education will encompass various aspects, including how to effectively use AI tools, when it is appropriate to employ them, and the underlying principles of how AI functions, which includes foundational concepts in computer science and other relevant disciplines. Furthermore, we will actively support our

teachers in adapting their instructional methods to accommodate a learning environment where some or all students have access to generative AI tools, ensuring that our educational practices remain relevant and effective in the face of technological advancements.

4. **(Balance) We explore the opportunities of AI and address the risks.** We will diligently work towards realizing the benefits that AI can offer in enhancing the learning experience for our students and supporting our staff in their professional development. However, we recognize the importance of carefully evaluating if and when to implement AI tools, paying special attention to the potential challenges posed by misinformation and bias. By taking a thoughtful and proactive approach to AI integration, we aim to harness its potential to revolutionize education while mitigating any negative impacts on our community.
5. **(Integrity) We use AI to advance academic integrity.** We firmly believe that the core values of honesty, trust, fairness, respect, and responsibility should continue to be upheld by both our students and teachers. As students utilize AI tools in their learning process, we expect them to be truthful in acknowledging the sources and tools they have employed, ensuring transparency and giving credit where it is due. Moreover, when presenting their work for evaluation and feedback, students must be honest in submitting work that is genuinely their own, demonstrating their individual understanding and growth. By fostering an environment that values academic integrity alongside the responsible use of AI, we aim to cultivate a culture of authentic learning and personal development within our educational community.
6. **(Agency) We maintain student and teacher agency when using AI tools.** While AI can provide valuable recommendations, our staff and students will serve as "critical consumers," actively leading and shaping decisions. We emphasize the importance of personal responsibility and accountability when AI informs pedagogical or decision-making processes. By fostering a balanced approach that leverages AI benefits while prioritizing human agency, we aim to empower our students and teachers to make informed decisions that align with our district's values and goals.
7. **(Evaluation) We commit to auditing, monitoring, and evaluating our school's use of AI.** We recognize that AI and related technologies are evolving at a rapid pace, necessitating a proactive and adaptive approach to ensure that our practices remain aligned with our educational goals and values. To this end, we commit to frequent and regular reviews of our policies, procedures, and practices related to AI use in our schools. By maintaining a vigilant and responsive stance, we aim to stay at the forefront

of technological advancements while prioritizing the well-being and success of our students and staff.

General Responsible Use of AI Tools

In the evolving educational landscape, AI tools offer diverse applications across classroom activities and assignments. Similar to the use of the Internet or a calculator, AI is permitted to assist in student learning. **Teachers have discretion to determine when and how to integrate these tools into their lessons.** Appropriate AI use should be guided by the specific parameters and objectives defined for an activity. ***Prior to teachers using a new AI tool in the classroom with students, communication with Triad's Technology Department is paramount to ensure the privacy of our students is maintained.*** As technology progresses, it's crucial to instruct students on responsible AI usage, focusing on its ethical and effective use.

- **AI Output Review:** Always review and critically assess outputs from AI tools before submission or dissemination. Staff and 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-produced results using trusted sources before considering them in academic work.
- **Safety & Respect:** Users must not use AI tools to create or propagate harmful, misleading, or inappropriate content.
- **Transparency:** Any use of AI to aid assignments, projects, or research must be declared.
- **Usage:** AI tools will be used for educational purposes only. Misuse or malicious use of AI technologies will lead to disciplinary action.⁴

Student AI Responsible Use Guidelines

Generative AI Acceptable Use Scale Poster (ELEMENTARY)

Generative AI Acceptable Use Scale Poster (SECONDARY)

⁴ Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [April 3, 2024].

AI Security, Privacy, & Safety Guidelines

All AI systems deployed within the school must be evaluated for compliance with relevant laws and regulations, including those related to data protection, privacy, and students' online safety. Staff and students are prohibited from entering confidential or personally identifiable information into unauthorized AI tools, such as those without approved data privacy agreements.

- **Data Collection:** All AI-driven data collection will adhere to local data protection regulations and best practices.
- **Third-Party AI Tools:** The school's approved list of AI tools should always be consulted. Unauthorized AI tools might not adhere to our data privacy standards.
- **Personal Information:** Staff and students should never input personal, sensitive, or confidential data into any AI system without prior authorization, including any data related to student education records.⁵

AI Assistance Academic Integrity Guidelines

- **Assessments:** AI tools may be used as a tutor or studying assistant to prepare for assessments, such as exams or quizzes, but not in the context of completing exams or quizzes unless explicitly stated.
- **Assignments:** Teachers are responsible for clarifying appropriate or prohibited uses of AI tools. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. They should articulate why they do not allow its use in other assignments or parts of assignments.
- **Bias & Critical Thinking:** Teachers and students alike should critically evaluate AI-generated content for potential biases or inaccuracies and understand the limitations of AI and the importance of cross-referencing with trusted sources.
- **Citations:** Any AI-generated content used in assignments must be appropriately cited; its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)

⁵ ibid

- **Plagiarism:** AI tools may be used for brainstorming or preliminary research, but using AI to generate answers or complete assignments without proper citation or passing off AI-generated content as one's own is considered plagiarism.
- **Use of AI Detection Tools:** At present, technologies that claim to detect content developed by generative AI are not sufficiently accurate to make reliable determinations of cheating and plagiarism. Therefore, while some teachers might use such systems to inform the feedback they provide to students about improving their writing, we **discourage** reliance on these systems to determine responsibility in cases where plagiarism is suspected.⁶

⁶ Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from teachai.org/toolkit. [April 3, 2024].