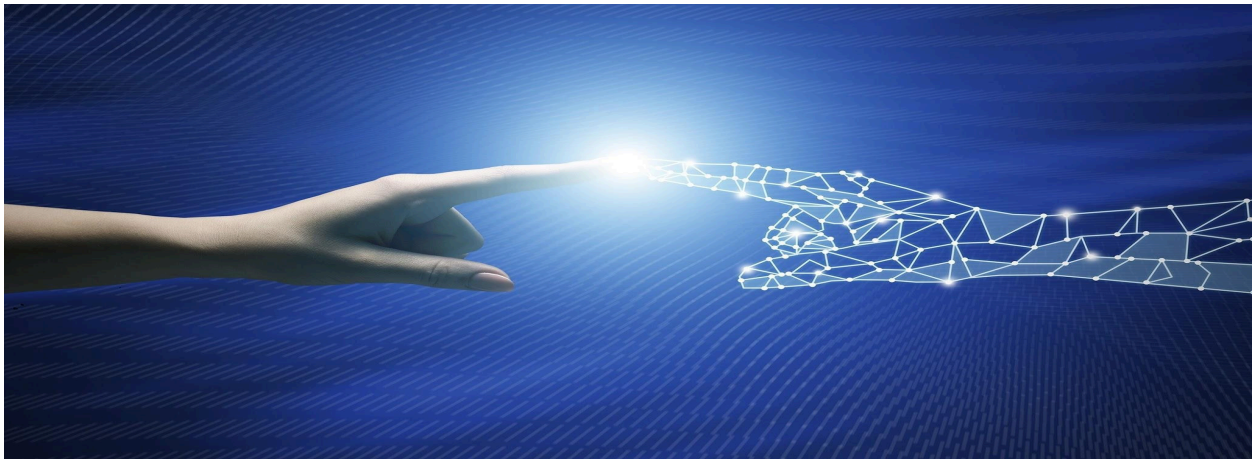
Center Cass School District 66

Artificial Intelligence (AI) Plan



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What is AI?

To begin, it is important to have a basic understanding of what AI is (and what it isn't). Artificial Intelligence, or AI, is 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 autocorrecting 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.

Reactive Tools	Predictive Tools	Generative Tools
That responds to specific inputs or situations without learning from past experiences (e.g. Alexa, Roomba, chess-playing computer).	That analyzes historical data and experiences to predict future events or behaviors (e.g. Netflix, credit-scoring systems).	That generates new content or outputs, often creating something novel from learned patterns (e.g. ChatGPT, Stable Diffusion).

Generative AI, which encompasses ChatGPT and the other new content-creation tools, is the type that is getting the most attention recently. As such, this guide will focus primarily on generative AI, though all types of AI have implications for education and are worth understanding in greater detail.

What AI is not:

AI is not magic. Magic is mysterious and cannot be understood or controlled. AI is neither of these things. The more we seek to understand the concepts behind AI, the better we will be able to control it and use it for constructive purposes in education. AI can greatly enhance efficiency and accuracy in many areas, from administrative tasks to personalizing learning. It's also important to remember that AI is not human intelligence; it does not possess emotions, consciousness, or inherent ethical judgment.

AI-Based High Quality Instructional Materials:
Center Cass School District 66 recognizes that responsible uses of AI will vary depending on the content, such as a classroom activity or assignment. Teachers will clarify if, when and how AI tools will be used, with input from students, while the school system will ensure compliance with applicable laws and regulations regarding data security and privacy. Below are some examples of **responsible uses that serve educational goals:**

- Student Learning - **AI Enhanced High-Impact Tutoring and College and Career Pathways Exploration, Advising and Navigation**
    - Aiding creativity
    - Collaboration
    - Communication
    - Content creation and enhancement
    - Tutoring
- Teacher Support
    - Assessment design and analysis
    - Content development and enhancement for differentiation
    - Continuous professional development
    - Research and resource compilation
- School Management and Operations
    - Communications
    - Operational Efficiency
    - Learning Management Systems

Prohibited Use of AI Tools:

- Student Learning
    - Bullying / Harassment: Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for education purposes, upholding values of respect, inclusivity and academic integrity at all times.
    - Over-reliance: Dependence on AI tools can decrease human discretion and oversight. Teachers will clarify if, when and how AI tools should be used in their classrooms and teachers and students are expected to review outputs generated by AI before use.
- Teacher Support
    - Societal Bias: AI tools trained on human data will inherently reflect harmful societal biases in the data. Staff and students will be taught to understand the origin and implications of harmful societal bias in AI, humans will review all AI-generated outputs before use.
    - Diminishing student and teacher agency and accountability: While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher

workload, these technologies will not be used to supplant the role of human educators in instructing and nurturing students. Teachers and staff must review and critically reflect on all AI-generated content before use, thereby keeping " humans in the loop"

- Privacy Concerns: AI tools will not be used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on students' and teachers' privacy rights and create a surveillance culture.

- **School Management and Operations:**
  - Compromising Privacy: The District will not use AI in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our district's ethical principles.
  - Noncompliance with Existing Policies: District 66 will evaluate AI tools for compliance with all relevant policies and regulations such as privacy laws and ethical principles.

Special Consideration: Advancing Academic Integrity: Principles for Responsible Use
While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity - honesty, trust, fairness, respect, and responsibility.

1. **Educator-led:** AI should support teachers, providers, tutors, advisors, and education leaders.
   - Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
2. **Ethical:** Within the K-8 realm in particular, educators should help students navigate to be able to evaluate the validity of AI outputs, to understand the appropriate use of AI in the context of social media, to learn - rather than exclusively from - AI, and to leverage the promise of AI to be contributing member of a free society.
   - Advanced AI tools can increase fairness by identifying and potentially minimizing biases in grading and assessments.
   - AI can adapt materials for students with different learning needs, showing respect for individual differences.

3. **Accessible:** AI tools or systems should be accessible for those who require digital accessibility accommodations, including children, educators, providers and family members with disabilities.

4. **Transparent and explainable:** Stakeholders, especially parents, should understand how systems function and participate meaningfully in decisions about the adoption and deployment of new technologies.

5. **Data-protective:** Systems must comply with federal privacy laws including the Family Educational Rights and Privacy Act.

Additional Recommendations for Advancing Academic Integrity

- Teachers might allow the use of generative AI on specific assignments or parts of assignments and articulate why they do not allow its use in other assignments.
- Teachers will not use technologies that purport to identify the use of generative AI to detect cheating and plagiarism, as their accuracy is questionable.
- If a teacher or student uses an AI system, 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

Frequently Asked Questions:

Q: Should we ban AI?

A: Blanket bans on technology tools are rarely a good idea. AI has become an integral part of our everyday lives and is becoming more prevalent in the workplace. By denying students access to these tools, we may inadvertently be limiting their future options. Students need to be digitally literate, not only to thrive in the workplace but to navigate the modern world confidently and safely. Also, remember that not all students have equal access to technology at home. By banning technology in school, we might widen the digital divide. In addition, the notion that we can "ban AI" reveals a fundamental misconception of what AI is. It isn't a single website but an underlying technology that is already built into millions of websites (and likely soon to be built into every website to some degree).

Q: Are there specific AI tools and apps we should avoid?

A: Just like websites, there are some AI apps that will have more value than others. There may be specific websites that you choose to make unavailable in your schools based on the content or age appropriateness of the site. You might consider how inclusive and accessible a tool is, whether it is cost effective, how well it complies with your schools privacy and security policies, and whether its output has a clear, positive impact on your learning environment when determining which AI apps bring the most value to your teachers and students, and which do not. In addition, some AI apps are only available for use for students older than 13 years of age (this includes ChatGPT). Reading the terms of service on a particular AI app will help determine if there is an age restriction on a

particular app. Others may not be developmentally appropriate for your students even if they do not have age restrictions.

Q: How do we stop cheating?
A: You should always start by raising awareness among students about the importance of academic integrity and the consequences of cheating. While AI creates new challenges for schools, ultimately it encourages us to think anew about how we assess learning. Essentially, you really only have two options: attempt to maintain current assessment approaches in a highly controlled, technology-free environment, or adapt your assessment methods. For example, consider designing assessments that focus on critical thinking, problem-solving, and creativity, which are difficult to cheat on using AI or other digital tools. Encourage open-ended questions, collaborative project-based assignments, and in-class activities that require active participation. These will not only make it more difficult for students to cheat, but will give your students experience in learning approaches that are more aligned to how they will learn and work throughout their lives.

Q: Should teachers use AI to write lesson plans?
A: One way to think of generative AI is as an assistant that helps you generate a first draft. Sometimes the first draft is spot on. Often, it needs a little – or a lot – of tweaking. But you should never use your first draft as your final draft! Lesson plans generated for teachers solely by AI are not tuned to the specific students in your school or the specific communities they come from. Those lesson plans are not going to account for how the plan does or does not connect to school wide instructional strategies and priorities. And the plan will lack the personality of the teachers themselves. Finally, sometimes generative AI lesson plans can get facts and sources just plain wrong. So while it can be a good first draft partner, don't count on AI lesson plans without a human in the loop.

Q: How will AI change learning?
A: As AI is able to take on more tasks that we once thought required a human brain, it will make what is uniquely human more valuable. AI can do certain things better than humans already (recall, calculation, information generation etc.) and this will increase dramatically in the near future. So we have to ask ourselves what makes us uniquely human and how do we reorganize the school environment to highlight these traits, skills, and abilities while reducing the emphasis on knowledge acquisition and recall, which will have minimal value for professional opportunities in the future. Some areas to double down on may include critical thinking and problem-solving, creativity and innovation, emotional intelligence, content curation, collaboration, leadership, adaptability and flexibility, and ethics and moral judgment.

Sources used:

- USDOE Letter
- ISTE
- Various neighboring districts