USE OF ARTIFICIAL INTELLIGENCE (AI)

1. Purpose

1.1 Scope

This policy outlines the acceptable and responsible use of Artificial Intelligence (AI) technologies and platforms by all students, staff, and other authorized users within the Lyon County School District (LCSD). It seeks to leverage AI's potential to enhance learning, teaching, and administrative functions while ensuring ethical, safe, and responsible practices. Implementation of AI supports LCSD's goal of ensuring support for diverse learning needs and student backgrounds as well as maximizing our ability to prepare students for the future workforce. It aims to foster digital citizenship, protect student privacy, and promote equitable access to AI tools, in alignment with applicable law and the Nevada Department of Education's STELLAR framework.

1.2 Applicability

This policy applies to all students, employees, contractors, and third-party vendors who utilize AI technologies within or on behalf of LCSD. The policy applies while using district-owned or personal devices while engaged in school-related activities, both on and off campus. It encompasses all AI systems, programs, applications, and application programming interfaces (API). This includes, but is not limited to, image generators, machine-learning algorithms, natural language processing, computer vision, and robotic process automation. This policy ensures AI tool alignment with district core values, transparency, accountability, reducing digital divides, supporting equity for all students and enhancing public trust.

2. Definitions of AI and Compliance

2.1 AI Technologies

For the purpose of this policy, "AI" refers to any technology that can generate content (text, images, audio, video, code), analyze data, make predictions, or perform tasks requiring human-like intelligence. Included are large language models (LLMs), chatbots, generative AI, and AI-powered educational tools.

2.2 Approved Examples

The LCSD information technology department, in collaboration with superintendent-appointed district officials, will provide a list of approved programs on an ongoing basis. All programs must align with age restrictions, as well as ensure FERPA/COPPA/CIPA/GDPR compliance as applicable.

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2.3 State-Law Compliance

This policy adopts by this reference the requirements of Nevada Assembly Bill 406 (2025), which:

(a) Prohibits public schools from using AI to perform any mental-health functions of school counselors, psychologists, or social workers [AB406 §2.1].
(b) Requires the Nevada Department of Education to develop—and the district to adopt—a policy governing AI use in therapy, counseling, or other pupil mental/behavioral health services, including a method to examine AI accuracy and efficacy [AB406 §2.2].
(c) Allows AI only for administrative support tasks (e.g., scheduling, records management, data analysis) in mental/behavioral health contexts [AB406 §2.3].

2.4 Nevada Department of Education Guiding Principles (STELLAR Framework)

LCSD adopts the Nevada Department of Education's STELLAR principles to guide AI use:

- **Security**: Protect personal data and ensure safe use of AI tools.
- **Transparency**: Clearly disclose when AI is used in assignments or communications.
- **Empowerment**: Use AI to enhance learning and creativity, not to replace critical thinking.
- **Learning**: Understand AI's capabilities and limitations through instruction.
- **Leadership**: Encourage ethical AI use and digital citizenship.
- **Achievement**: Leverage AI to support academic success and skill development.
- **Responsible Use**: Avoid misuse, including cheating, misinformation, or violating others' rights.

3. General Expectations for AI Use

3.1 Educational Purpose

AI tools in the LCSD must be used for legitimate educational, professional-development, or administrative purposes aligned with district goals.

3.2 Transparency and Disclosure

Users should disclose when and how AI is used in their official work.

- Educators will set student disclosure guidelines;
- Staff should disclose AI use in official statements, publications, or decision-making contexts (similar to citing sources in an official document).

3.3 Critical Evaluation

All AI outputs must be critically evaluated for accuracy, bias, and appropriateness.

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Human oversight and verification are required before accepting AI-generated content as fact.

3.4 Respect for Intellectual Property
Users must honor copyright and intellectual property (IP) rights. AI must not generate infringing content without proper attribution or permission.

3.5 Privacy and Data Security
No sensitive or personally identifiable information (PII) of students, staff, or families may be entered into public AI platforms unless district-approved and FERPA/COPPA/CIPA-compliant, or with express parental/guardian written consent.

3.6 Ethical Use
Users must avoid creating or sharing harmful, biased, discriminatory, or inappropriate content (e.g., hate speech, harassment, ~~misinformation, etc.~~). Generative AI content that is inappropriate, offensive, or harmful is strictly prohibited. Such content includes, but is not limited to, false records, deepfakes, defamatory material, threats of violence, and nudity/pornography. Ethics violations will be subject to *LCSD Board Policy JG - Student Discipline* and applicable personnel policies.

3.7 Bias Mitigation, Fairness & Equity
LCSD is committed to providing equitable access to AI tools and resources in accordance with *LCSD Board Policy AD - Equitable Access to Education*. The district will offer training and support to ensure all students can benefit from AI-enhanced learning opportunities. AI systems shall include measures to mitigate bias and promote fairness, avoiding discrimination based on protected characteristics.

3.8 Academic Integrity
Students must follow all school and district rules regarding academic honesty and integrity. Submitting AI-generated work as one's own without appropriate attribution or against educator guidelines constitutes a policy violation.

3.9 Definition of Data

3.9.a Personal Data
Any information relating to an identified or identifiable natural person (e.g., name, ID number, location data, online identifier, image).

3.9.b Confidential Data
Information not publicly available, disclosure of which could harm individuals or the district includes:

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i. Personal Identifiable Information (PII)
ii. Financial Information
iii. Business Proprietary Documents
iv. Legal Documents
v. Security Information

3.9.c Data Handling
Personal/confidential data shall only be used on closed, fenced platforms such as digital environments restricted to authenticated personnel on internal networks as documented on the District approved AI platforms list.

3.10 Prohibition of Using AI for Direct Mental-Health Services
In compliance with Nevada Assembly Bill 406 (2025), no school counselor, school psychologist, school social worker or other educational personnel shall use AI to perform functions or duties related to the mental health of pupils as defined in NRS 391.293, 391.294, and 391.296 [AB406 §2.1].

AI may only support administrative tasks in mental/behavioral health settings, as set forth in subsection 2.3.1(c) of this policy and in the Department of Education policy required by AB 406 [AB406 §2.3] (see *LCSD Board Policy GBBP: Information Technology).*

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USE OF ARTIFICIAL INTELLIGENCE (AI) - ADMINISTRATIVE REGULATIONS

1. Guidelines for Specific Uses

1.1 Students

1.1.1 Educator Discretion

The extent of AI use in assignments will be encouraged as educationally appropriate. Depth of engagement is determined by individual educators.

1.1.2 Permitted Uses with Proper Disclosure and Attribution

- brainstorming
- research
- idea generation
- summarizing
- editing
- feedback
- skill practice
- tutoring support
- creative projects

Note: *All AI-assisted work must be properly disclosed, and students should understand the content they submit.*

1.1.3 Prohibited Uses

Using AI to:

- complete entire assignments or assessments when independent work is required, unless explicitly authorized.
- plagiarize or submit AI-generated work as their own
- access or generate inappropriate content
- share personal, protected, or sensitive information
- engage in bullying, cyberbullying, harassment, or other prohibited conduct
- bypass security measures or access unauthorized systems
- engage in any other behavior or conduct prohibited by policy and/or law

1.1.4 User Responsibility

Students and staff must verify AI output accuracy and understand AI's limitations.

1.1.5 Ethical Conduct

No PII or personal data sharing; respect copyright, privacy, and IP rights.

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1.2 Staff

1.2.1 Productivity & Personalization

Staff may employ District approved, fenced AI platforms to boost productivity, personalize learning, automate tasks, and support curriculum development—subject to approval.

1.2.2 Human Oversight

AI shall not replace professional judgment in critical decisions (e.g., student evaluation, discipline) without review. Such decisions must be made by human beings with the appropriate review, nuance, and context.

1.2.3 Compliance

All AI use must comply with district policies, state, and federal law regarding data privacy, security, and confidentiality.

1.2.4 Content Review

Staff must review and edit AI-generated communications for accuracy, tone, appropriateness, etc.

1.2.5 Educational Enhancement

AI should enrich learning materials. Staff must guide students in ethical and responsible AI use.

1.2.6 Mental and Behavioral Health Services

(a) Staff providing therapy, counseling or other mental/behavioral health services must comply with the AB 406 mandated Department of Education regulations and may not use AI for any direct clinical functions [AB406 §2.1-§2.3].
(b) Permitted AI uses in these roles are limited to administrative support tasks (scheduling, record-keeping, data analysis, file management) as detailed in subsection 3.10 of this policy.

2. Process for Obtaining Approval for AI Platforms

2.1 Request Submission

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Any staff member seeking a new AI platform must submit a formal request to the Office of the Superintendent or designee.

2.2 Information Required

Requests must include:

(a) Platform name & description
(b) Intended purpose & user group
(c) Data privacy/security compliance (FERPA/COPPA/CIPA/GDPR) as applicable
(d) Accessibility features
(e) Cost implications
(f) Reliability & accuracy evidence
(g) Risk assessment & mitigation

2.3 Review Process

The designee and team evaluates requests on educational value, privacy/security, ethical alignment, accessibility, cost-effectiveness, infrastructure compatibility, and risk/benefit balance. In addition, compliance with Nevada Assembly Bill 406 (2025), including the prohibition on AI for direct mental-health services and alignment with the Department of Education policy for AI in therapy/counseling is assured.

2.4 Approval

Approved platforms join the District's authorized curriculum resource guide list (including AI platforms), with any associated conditions or guidelines.

2.5 Training and Support

LCSD will provide ongoing training on approved AI tools, including ethical considerations.

3. Monitoring and Enforcement

3.1 Monitoring Rights

The district reserves the right to monitor AI use on district devices and networks. There is no right to privacy on the district's devices or network. All users should operate under the assumption that all online activity, including digital communications and interactions with AI tools, are discoverable by district officials.

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3.2 Violations—Employees & Students

Violations by employees may lead to disciplinary action up to termination and personal liability under federal/Nevada law. Students face discipline per *LCSD Board Policy JG - Student Discipline*, including loss of AI privileges.

3.3 Violations—Vendors & Contractors

Vendors/consultants in breach may lose access, face contract termination, and civil/criminal penalties.

4. Policy Review and Updates

4.1 Review Cycle

This policy will be reviewed and updated periodically to reflect AI's evolving landscape and best practices in education and to include monitoring of associated regulatory changes which may impact this policy.

5. Glossary of AI Terms

This glossary is designed to support staff, students, and families in understanding the key terms used in Lyon County School District's AI policy. These definitions are designed to reflect how the terms are used within the academic learning environment.

Artificial Intelligence (AI):
Technology that mimics human thinking to complete tasks like writing, translating, creating images, generating content, or making predictions.

AI-Assisted Assessment:
The use of AI to support grading or feedback while ensuring a human educator maintains oversight.

AI Hallucination:
When an AI tool makes up facts or gives wrong answers that sound convincing. This is often the result of AI models that generate answers based on probability rather than true knowledge. All content from AI should be verified by a teacher.

Academic Integrity:
The expectation that students will do their own work and be honest about any tools they use, including AI. Teachers will help students understand how to use AI responsibly.

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Adaptive Learning AI: AI tools that adjust the difficulty or content of a lesson in real time, based on how a student responds. It is often used in reading and math programs.

Application Programming Interface (API): a set of rules and protocols that allow different software programs to communicate and exchange data with each other.

Bias in AI: Recognizing that AI models may reflect biases in training data and discussing how educators can mitigate this.

Chatbot: a computer program designed to simulate conversation with human users, especially over the internet.

CIPA (Children's Internet Protection Act): A US law requiring schools and libraries to use internet filters to protect minors from harmful content when receiving E-rate program funding.

COPPA (Children's Online Privacy Protection Act): A U.S. law that protects the online privacy of children under 13, including what data websites and AI tools can collect.

Data Protection Measures: Best practices for safeguarding student and staff data when using AI tools.

Deepfakes: a video, image, etc. in which a person's face, body, or voice has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information.

Editable Output: Any AI-generated content that can be reviewed and customized by a teacher before it's shared with students. Teachers and students are expected to fact-check AI-generated content prior to implementing in the instructional/learning process.

Ethical AI Use: Guidelines for ensuring AI tools are used responsibly, fairly, and without bias in educational settings.

FERPA (Family Educational Rights and Privacy Act): A U.S. law that protects the privacy of student education records. It limits how schools and tools can use student data.

General Data Protection Regulation (GDPR): A comprehensive data privacy law from the European Union (EU) that protects the personal data of EU and European Economic Area (EEA) residents by setting strict rules for how organizations collect, process, and store their data. It grants individuals significant rights over their information, such as the right to access, correct, or delete their data, and requires transparency and security measures from organizations handling this data.

Generative AI: A type of AI that creates original content such as text, images, or audio based on instructions or prompts from a user.

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Instructional Alignment: Ensuring that AI tools and activities support the curriculum and help meet learning goals to support student academic growth.

Large Language Models (LLM): a software tool capable of corpus-based linguistic analysis and prediction, particularly an artificial intelligence system that processes written instructions (prompts) and is capable of generating natural language text.

Personally Identifiable Information (PII): Any data that can be used to identify a specific student, either directly or indirectly. This includes direct identifiers (student's full name, student ID number), indirect identifiers (parent/family names, addresses, personal characteristics that make identity easily traceable), and other information such as date of birth, social security number, telephone numbers, email addresses, health information, and persistent identifiers like device serial numbers or IP addresses. Under Nevada law, PII is confidential and cannot be disclosed without written consent from the parent/guardian or eligible student.

Prompt: A question, instruction, or phrase you give to an AI tool to guide what it creates. For example, "Write a story about plant life for 3rd grade."

Tool Vetting: The process the district uses to review and approve new AI tools before they're used with students or staff.

Transparency in AI: A principle stating that AI-generated content should be clearly labeled when used in instructional or learning materials.

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Appendix A

How to Use AI Tools Responsibly within LCSD

Artificial Intelligence (AI) can be a helpful tool. However, like any tool, it needs to be used with care. These guidelines will help you understand what's allowed, what's not, and what to do if you're unsure.

What You *May* Do

- Use AI to help **brainstorm ideas** for writing or projects – This could include using AI to generate ideas for a science project or a creative writing assignment.

- Ask AI to **reword or clarify** confusing concepts – Such as asking AI to explain a complex math problem or reword a confusing paragraph in a history textbook.

- Use it for **translation or language support** (if approved by your teacher) – This could be a supportive tool when working on a foreign language assignment under the direction of the teacher.

- You could ask AI to provide **editing assistance** – AI can suggest improvements in grammar and style for an essay, while also reviewing and editing the suggestions before submission.

- AI can be an effective tool for personal **research** – Using AI to find relevant sources or articles for a research paper, while also ensuring that the final work reflects your own understanding and review of the data.

- Use **school-approved AI tools only** – Approved AI models will be available through district infrastructure.

- **Tell your teacher** if you used AI to help with your work – Being transparent with your teacher provides support and understanding to your learning.

- Always **review and edit** what AI gives you before submitting anything – Remember that AI is not without issues. It can provide false information or biased information. Always review and support your findings.

What You *May Not* Do

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- **Copy and paste** AI-generated answers and turn them in as your own – This would include using AI to generate an essay, or answer math problems, and submitting it without modifications or personal input.

- Use AI to write your entire assignment, story, or essay without permission – These address using AI to write a book report or assignment and submitting it as your own work.

- Use tools that **haven't been approved by the school** – This includes using an unapproved AI tool/program to complete an assignment.

- Enter personal details (like your name, school ID, or health info) into any AI tool – Examples include providing your full name and school ID to an AI tool while seeking help with a project.

- Use AI during a test or quiz unless your teacher says it's okay – Using AI to find answers during an online quiz without direct permission from your classroom teacher.

If You're Not Sure — Ask First

Using AI isn't "cheating" if you're using it the right way with permission, purpose, and honesty. If you're ever unsure, just ask your teacher or a staff member.

Why This Matters

AI can be a powerful tool. However, your thinking, voice, and learning matter most. These guidelines help you learn to use AI responsibly. In addition, please be reminded that if you break the rules regarding using Artificial Intelligence (AI) for school work, you will face consequences just like breaking any other school rule.

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Appendix B

Lyon County School District Technology Tool Request Form

For Instructional, School-Wide, or District Use

Submitted by: _____
Role/Job Title: _____

Date: _____
School/Campus (if applicable): _____

Please complete all sections thoroughly. Where applicable, provide examples or links to help reviewers assess the tool's effectiveness. If you are unsure about any question, indicate 'Not Sure' rather than leaving it blank.

---

1. Tool Information

- **Tool Name:** _____
- **Website or App Link:** _____
- **Vendor or Developer:** _____
- **Type of Tool (Check all that apply):**

☐ Generative AI (e.g. writing, lesson planning, image creation)
☐ Adaptive Learning
☐ Assessment or Feedback Tool
☐ Operations/Communication
☐ Other: _____

- **Purpose of Tool (Check all that apply):**

☐ The platform will solely provide instruction to students.
☐ The platform supports creativity only and will not be providing academic instruction.

2. Intended Use

- **What task or instructional goal will this tool support?**

"Describe how this tool enhances instruction. Examples include differentiating reading passages, simplifying lesson planning, or analyzing student writing for improvement."

_____
_____
_____

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_____

_____

- **Who will use it?**

☐ Educators/Staff

☐ Students

☐ Both

☐ Other (Please describe): _____

- **Grade levels or departments involved:** _____

---

3. Data and Privacy

- **Does this tool store, process, or share any personally identifiable student data? If yes, specify how it will be protected? (Check all that apply)**

☐ Student names

☐ Student work

☐ Grades or assessment data

☐ Email addresses

☐ None

- **Does the tool have a publicly available privacy policy?**

☐ Yes — [Insert link here]

☐ No

☐ Not sure

- **Has the tool been reviewed for compliance with federal, local, and international privacy laws as applicable (e.g., FERPA, COPPA, CIPA, GDPR)?**

☐ Yes

☐ No

☐ Not sure

4. Review Questions

How does this tool support instruction or student learning?

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What features (if any) help with accessibility, differentiation, or language support?

Does this tool offer features such as text-to-speech, translation options, adaptive learning pathways, or keyboard navigation for students with disabilities?

Can this tool be adjusted to accommodate different reading levels or diverse learning needs?

Please describe the anticipated learning outcomes related to the implementation of the proposed AI tool and the researched based evidence to support use.

Have you personally tested or used this tool?

☐ Yes — (please explain and describe the benefits):

☐ No

5. Additional Notes or Requests

Any additional information the review team should know?

For internal use:

☐ Tool Approved

☐ Tool Approved With Conditions (please explain):

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☐ Tool Denied (please explain):

☐ Needs Further Review (please explain):

Reviewed by:
Date:
Next Review (if needed):

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Appendix C

Lyon County School District Technology Tool Request Form Evaluation Rubric

Use this rubric to determine whether a technology tool is appropriate for use in Lyon County School District. A tool should meet expectations in **all** key categories to be approved for instructional use.

NOTE: When reviewing, approving, or evaluating technology tools that involve uploading, entering, or sharing personally identifiable information (PII), confidential, privileged, or other sensitive data, it is essential that all privacy and data protection standards outlined below are met.

Technology Tool Name: _____

Technology Tool Link: _____

Criteria	Meets Expectations	Needs Review	Does Not Meet
1. Privacy & Data Protection	Tool complies with FERPA/COPPA/CIPA/GDPR. No PII is stored or shared without consent. Vendor has a clear privacy policy and data handling agreement.	Some privacy concerns. Unclear data usage policies. Limited documentation on compliance.	Stores PII without consent. No clear policy or response plan. Uses data for commercial purposes.
2. Teacher Control & Transparency	Output is editable, and the process is visible to the user. Teachers can clearly understand what the technology tool is doing and how to modify results.	Limited ability to customize outputs. Some elements are unclear or operate like a black box.	Teachers cannot edit content or understand how decisions are made. Output is locked or unreviewable.
3. Instructional Alignment	Tool supports curriculum goals, standards, or existing instructional frameworks. It enhances (not distracts from) teaching and learning.	Useful for general tasks but not tied to standards or school priorities. May require significant adaptation.	No clear connection to instruction. Distracts from curriculum or introduces irrelevant content.

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4. Equity & Differentiation	Supports translation, Lexile levels, grade bands, and/or accessible formatting. Designed with diverse learners in mind.	Some features support accessibility, but not all student needs are addressed.	Cannot be adapted for different learners. No multilingual or accessibility features.
5. Implementation Fit	Works with the school's existing systems (Google Workspace, LMS, SIS, etc.). Reasonable pricing and support available. Can be used with little disruption.	Moderate learning curve or integration issues. Some support available.	It doesn't integrate well. High cost, poor support, or major shift needed to implement.
6. Accessibility & Inclusion	The tool complies with WCAG 2.1 standards and offers features like text-to-speech and adjustable font sizes.	Limited accessibility features.	No accessibility features: tools are not usable for students with disabilities.

Overall Score: ____/6_

How to use this rubric:

- Complete the review as a team (Superintendent designated team).
- Indicate the score on this form and the tool request form as applicable.
- Mark Approved, Approved with conditions, Denied, or Needs Further Review on the tool request form with an explanation as applicable.

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Appendix D

AI Use Decision Tree: "Should I Use AI for This?"

Teachers and students use this flowchart to guide their thinking when planning to use AI in your teaching and learning. It helps ensure alignment with district policy and instructional goals.

Step 1: What is the purpose of AI in this assignment?

- ☑ **Appropriate Uses:** Supporting research, brainstorming, summarization, translation, accessibility tools, personalized feedback, etc.
- ⚠ **Caution:** Assisting with content generation, idea expansion, or formatting—should be reviewed carefully for originality and alignment with learning objectives.
- 🚫 **Avoid:** Directly replacing student work (e.g., writing full essays, solving math problems, completing projects). If the tool requires the use of PII, has it been approved for district use?

Step 2: Will AI enhance learning rather than replace critical thinking?

- ☑ **YES:** AI is used as a supplementary tool to encourage deeper learning, reflection, or analysis.
- ⚠ **MAYBE:** AI is used to generate content or provide structure—requires oversight to ensure students engage meaningfully with the material.
- 🚫 **NO:** AI performs the cognitive work students should be doing themselves.

Step 3: Are students aware AI is part of the process?

- ☑ **YES:** Transparency builds trust and models ethical technology use. Consider guiding students in responsible AI use.
- ⚠ **PARTIALLY:** AI is used but not disclosed—evaluate whether this impacts student engagement or expectations.
- 🚫 **NO:** Hidden AI use may lead to misunderstandings about effort, learning, and authenticity.

Step 4: Does use of this AI tool comply with district academic honesty policies?

- ☑ **YES:** AI supports the learning process and does not undermine the intent of the assignment.

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- ⚠ **UNCLEAR:** AI-generated work needs verification to ensure originality and alignment with expectations.
- 🚫 **NO:** AI-generated work violates plagiarism rules or academic honesty policies.

Step 5: Does use of this AI tool align with district/school policies?

- ☑ **YES:** Approved tools are used responsibly and ethically.
- ⚠ **RESTRICTED:** AI tools need review or approval before classroom implementation.
- 🚫 **NO:** AI use contradicts school guidelines or data privacy standards.

Final Decision:

- If ALL responses are ☑ → AI can be integrated responsibly into the assignment.
- If there are ⚠ responses → Adjust the assignment or clarify expectations before proceeding.
- If any responses are 🚫 → Reconsider the AI's role and modify the approach to prioritize student learning.

Quick Reminders:

- AI should save time — not replace your professional judgment
- Review everything. Edit everything. Own the final product
- If you're unsure, ask your teacher, administrator, or other trusted adult

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Appendix E

Employee Acknowledgment of Technology and Artificial Intelligence (AI) Acceptable Use

I, _____(include full-time, part-time, substitutes, volunteers, etc.), hereby acknowledge that I have received, read, and understand the Use of Artificial Intelligence (AI) Policy (IAA) and the Information Technology Policy (GBBP) as set forth by the Lyon County School District Board of Trustees. I understand the expectations and my responsibilities as outlined in this policy. I agree to abide by all the terms and conditions of the policy. **I understand that unauthorized access, use, or disclosure of personally identifiable information (PII) of any individual may result in disciplinary action and may also subject me to personal civil liability and monetary penalties under federal and Nevada state law.**

Printed Name: _____

Signature: _____

Date: _____

Administrator/Manager/Supervisor Acknowledgment:

I confirm that I have reviewed the Use of Artificial Intelligence (AI) Policy with the above-named employee and that the employee has acknowledged understanding of the policy.

Supervisor's Print Name: _____

Supervisor's Signature: _____

Date: _____

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Appendix F

Sample Letter from School Administration to Parents/Families

Use of Artificial Intelligence (AI) Tools to Enhance Teaching and Learning

[Place on school letterhead and delete this]

[Date]

Dear Parents/Guardians and Families,

I'm excited to share how [*School Name Here*] is integrating Artificial Intelligence (AI) into our classrooms in a way that supports learning while maintaining ethical and responsible practices. As AI tools like ChatGPT, Copilot, and Gemini become more common in education, our goal is to ensure they are used in a thoughtful, transparent, unbiased, and secure manner to enhance teaching and learning, not replace it. To achieve this, the Lyon County School District Board of Trustees has developed a new ***Use of Artificial Intelligence (AI) Policy***, which outlines when and how AI tools may be used by teachers, students, and staff. It includes guidance on privacy, academic integrity, and responsible use. You can review the full policy with associated regulations and appendices at www.lyoncsd.org. Simply click the "Board of Trustees" tab, followed by the "Board Policies and Resolutions" link. Then click on the "+" next to "I - Instruction", followed by the document "IAA - Use of Artificial Intelligence (AI)".

What This Means for Your Student:

- Students may use approved AI tools for brainstorming, practice exercises, or translation—but they must never copy full answers or submit work they didn't create.
- Teachers may use AI to create lesson plans and differentiated materials while maintaining oversight. Educators will also receive professional development opportunities to ensure effective, responsible AI integration.
- **Privacy First:** No personal data (for example names, grades, date of birth, address, email address, health information, phone number, or student IDs, etc.) may be entered without parent permission and unless first approved by the district. Parents/guardians may be held liable for damages up to $10,000 under Nevada law if their child willfully violates the district policy resulting in injury or property damage to others. (See NRS 41.470)
- **Digital Literacy Focus:** We will be teaching students how to use AI responsibly as part of their digital literacy and computer science standards at all grade levels.

As AI is continuously evolving, Lyon County School District officials and school administration will regularly review and update the AI policy to reflect advancements and best practices.

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I know that AI can be a valuable teaching and learning tool, but only when used thoughtfully and aligned with our values as a school community. If you have any questions or would like to discuss AI use at [*School Name Here*], please contact [*Principal's Name Here*] at [*contact info here*] or reach out to your student's teacher directly. Thank you for your continued partnership and support as we help our students own their life-long learning through discovery and connected relationships.

Respectfully,

[*Principal Name Here*]
[*School Name Here*]

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