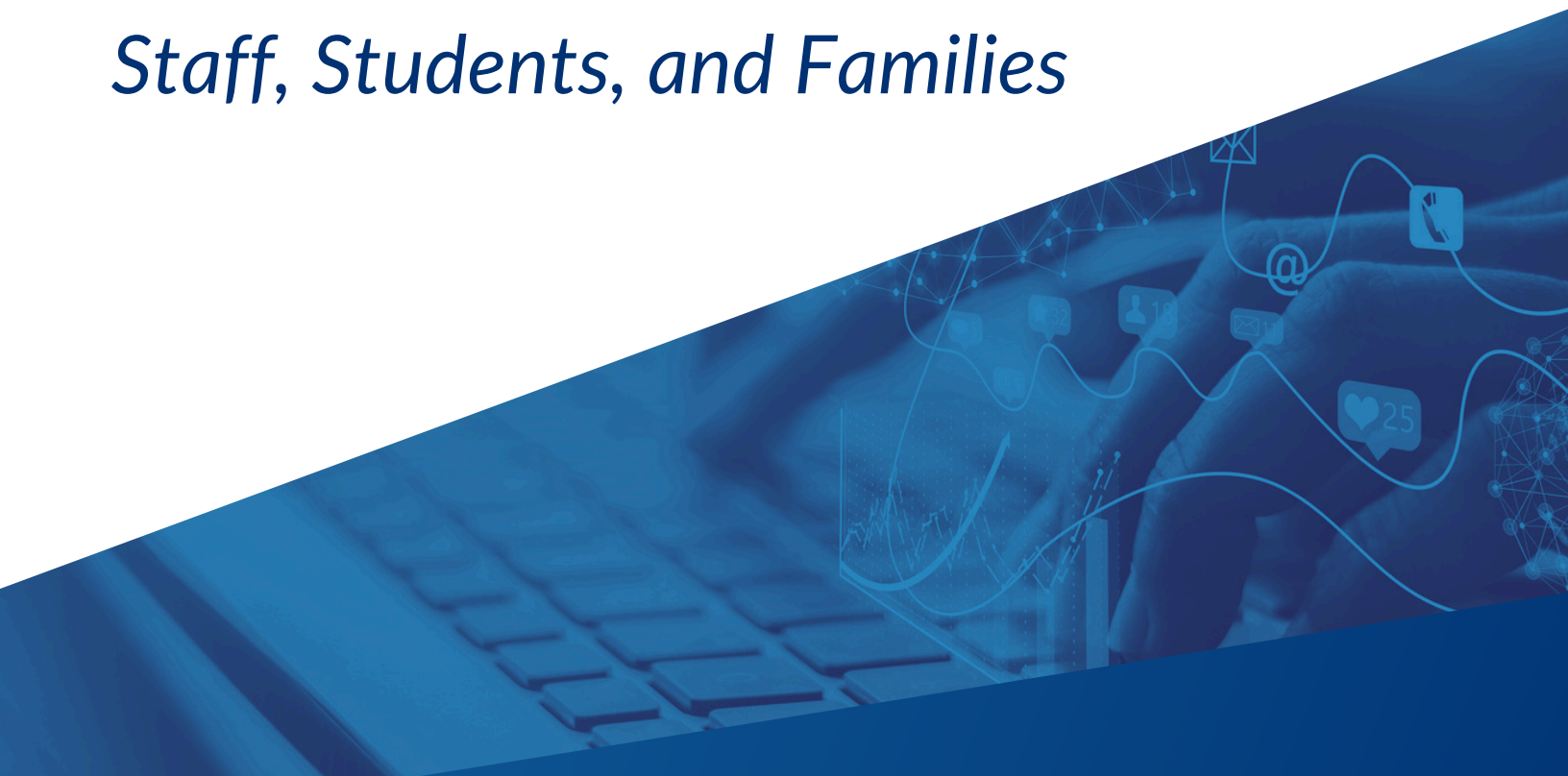# FLAGSTAFF UNIFIED
School District

AI
GUIDANCE

For Flagstaff Unified School District Staff, Students, and Families

Vision

The Flagstaff Unified School District (FUSD) aims to integrate artificial intelligence (AI) to support professional practices and enhance the educational experience for all students, while always prioritizing student safety, privacy and educational integrity.

AI tools are subject to the same review process as all digital resources in FUSD, involving feedback from the Digital Learning Resource Committee. AI tools must follow FERPA and COPPA guidelines and be approved for use by persons under 18 years of age.

All FUSD staff, regardless of role, are expected to support the responsible use of all digital tools and resources by your students by:
- Ensuring that any digital resource used with students has been approved for use, including parental consent (if necessary).
- Following all data privacy, terms of use and Federal Laws (COPPA, GDPR, FERPA, Child Age Approval, and Accessibility).
- Using only the approved FUSD digital communication tools for student and family communication (ParentSquare, Synergy, Canvas Inbox, and email).
- Disallowing the use of non-approved resources by students in the classroom or on District devices.

Understanding AI – What is it?

- **AI in Everyday Technology:** Artificial Intelligence (AI) is embedded in everyday tools like auto-correct, predictive text, and voice assistants to perform complex tasks such as pattern recognition and autonomous decision-making. The integration of AI into technology is expanding quickly and it's already transforming workplaces with its ability to rapidly collect and process information, generate ideas, and synthesize data.
- **Generative AI:** Tools like Gemini, Claude, Copilot, and ChatGPT use vast data sets to produce new content based on recognized patterns in words, images, sounds, and code. Although these outputs are innovative, they can complicate academic integrity with potential plagiarism concerns.
- **Predictive AI:** This branch of AI anticipates future preferences and actions based on past behavior. It is used to recommend products, predict student success, and more. While predictive models provide valuable insights, they are probabilistic and need careful human evaluation for potential biases and uncertainty that may be present in their predictions.
- **Additional AI Applications:** AI also enhances education through personalized teaching with intelligent tutors, improves grading with automated assessment tools, and streamlines administrative work through tasks like scheduling.

Responsible AI Use Within FUSD

- **Ethical Use:** AI should be employed in a manner that is ethical and aligns with our district's values and protects students' rights and privacy.
- **Transparency:** The use of AI tools should be transparent to students, families, and staff.
- **Equity and Accessibility:** AI tools should be accessible to all students and employed to reduce educational disparities.
- **Data Privacy:** Student data must be protected rigorously, only using AI tools that comply with FUSD district's data protection policies.
- **Educational Integrity:** AI is to be used to support learning without enabling dishonesty or plagiarism.
- **Enhanced Education:** AI tools should be used to positively enhance student learning, foster creativity and critical thinking, augment teaching, and support individual student needs.

Relevant United States Regulations

- **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.
- **COPPA** - AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.
- **IDEA** - AI must not be implemented in a way that denies students with disabilities equal access to education opportunities.
- **CIPA** - Schools must ensure AI content filters align with CIPA protections against harmful content.
- **Section 504** - The section of the Rehabilitation Act applies to both physical and digital environments. Schools must ensure that their digital content and technologies are accessible to students with disabilities.

Benefits and Risks of AI Use in Education

Potential **benefits** of using AI in education include
- Content development and differentiation;
- Assessment design and timely, effective feedback;
- Tutoring and personalized learning assistance;
- Aiding creativity, collaboration, and skill development;
- Operational and administrative efficiency.

Potential **risks** involved in using AI in education include
- Plagiarism and academic dishonesty;
- Perpetuating societal biases;
- Compromised student privacy and unauthorized data collection;
- Diminished student and teacher agency and accountability;
- Overreliance on technology and less critical thinking.

RECOMMENDED CONSIDERATIONS FOR AI USE IN THE CLASSROOM

Be Clear About When and How to Use AI for Assignments		
Level of AI Use	**Description**	**Example Instruction**
Permissive	Students can freely utilize AI tools to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, but proper citation is required."
Moderate	Students can use AI tools for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original.	"You can employ AI tools to assist brainstorming or initial research, but the main content, arguments, and conclusions should be your own."
Restrictive	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."

Teachers should be aware that the accuracy of technologies that purport to identify the use of generative AI to detect cheating and plagiarism is questionable, leading to the risk of false positives and negatives. As such, their use is not recommended as a *sole* data point when alleging student plagiarism. Separately, teachers are encouraged to consider how they can prepare students for a future where AI usage is ubiquitous.

Educational Opportunities for AI Use

Student Learning		
Benefits	**Risks**	**Risk Mitigation**
Personalized Content and Review: AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students access and develop tailored resources to meet their specific needs, and help students organize thoughts and review content. **Aiding Creativity:** Students can harness generative AI as a tool to spark creativity across diverse subjects, including writing, visual arts, and music composition. AI can suggest novel concepts or generate artwork or musical sequences to build upon. **Tutoring:** AI technologies have the potential to democratize one-to-one tutoring and support, especially for students with financial or geographic constraints. Virtual teaching assistants powered by AI can provide round-the-clock support, help with homework, and supplement classroom instruction. **Critical Thinking and Future Skills:** Students who learn about how AI works are better prepared for future careers in a wide range of industries. They develop computational thinking skills to break down complex problems, analyze data critically, and evaluate the effectiveness of solutions.	**Plagiarism and cheating** can occur when students copy from generative AI tools without approval or adequate documentation and submit AI-generated work as their original work. **Misinformation** can be produced by generative AI tools and disseminated at scale, leading to widespread misconceptions. **Bullying and harassment** by using AI tools to manipulate media in order to impersonate others can have severe consequences for students' well-being. **Over reliance** on AI models can lead to undercutting the learning process and abandoning human discretion and oversight. Important nuances and context can be overlooked and accepted. People may overly trust AI outputs, especially when AI is seen as having human-like characteristics (i.e., anthropomorphization). **Unequal access** to AI tools worsens the digital divide between students with independent and readily available access at home or on personal devices and students dependent on school or community resources.	In addition to being clear about when and how AI tools may be used to complete assignments, teachers can restructure assignments to reduce opportunities for plagiarism and decrease the benefit of AI tools. This may include evaluating the artifact development process rather than just the final artifact and requiring personal context, original arguments, or original data collection. Students should learn how to critically evaluate all AI-generated content for misinformation or manipulation and be taught about the responsible development and sharing of content. Staff and students should be taught how to properly cite and acknowledge the use of AI where applicable. If an assignment permits the use of AI tools, the tools must be made available to all students, considering that some may already have access to such resources outside of school.

FUSD's Continuing AI Journey

To further support staff, FUSD is committed to providing up to date information and professional learning opportunities related to best practices involving use of AI. Staff who are interested in this information should refer to the Technology Update emails, as well as related offerings in Frontline.