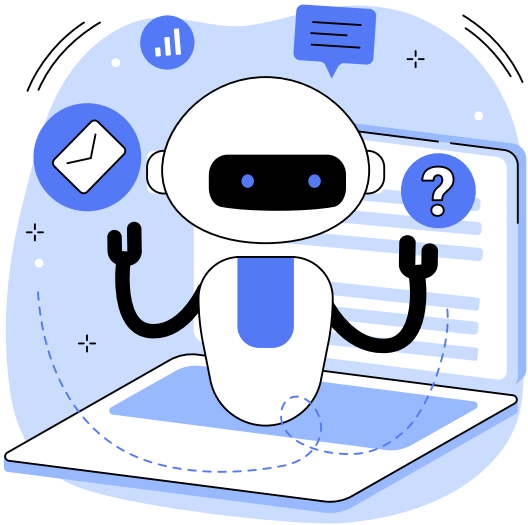
LSR7 Artificial Intelligence (AI) Guidelines

Update 07/2024



Created in collaboration:
LSR7 Library Media Services &
Instructional Technology Department

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INTENT

Students should learn how to use artificial intelligence (AI) tools to enhance rather than damage their developing abilities as writers, coders, communicators, and thinkers. Instructors should ensure clear expectations regarding the use of AI tools as well as fair grading for both students who do and do not use AI tools. The LSR7 Guidelines stress transparency, fairness, and honoring relevant stakeholders. School districts must ensure that students are qualified to receive a diploma. This is important because employers rely on students' abilities and character when making hiring decisions. To achieve this, the LSR7 guidelines have set sensible limits on the use of AI tools, while still providing support to students ("Using Generative AI").

LSR7 is not suggesting that teachers must or should use AI tools with students. Instead, these guidelines are provided as a reference for students or staff who choose to use AI tools.

Courses guided by external curricula (i.e. dual credit, AP, IB, AVID, etc.) may have policies that differ from that of LSR7; in these cases, instructors and students will be guided by those external policies and expectations.



AI Use Guidelines

Students shall:

Use AI tools when explicitly permitted and instructed. Use of AI when not given explicit permission is considered a violation of the academic integrity rules found in the student handbook.

Give credit (at age/grade appropriate level) to AI tools whenever used, even if only to generate ideas.

LSR7 CITATION GUIDANCE

When using AI tools on assignments,

- include entry in works cited/reference list
- provide intext citation
- add an appendix

("Using Generative AI").

AI Use Guidelines

Students shall:

Employ AI detection tools and originality checks prior to submission, ensuring that their submitted work is not mistakenly flagged.

Use AI tools wisely and intelligently, aiming to deepen understanding of subject matter and to support learning.

Avoid overuse of AI tools as it can stifle independent thinking and creativity.

Practice good information literacy skills. Some content generated by AI tools may be inaccurate, incomplete, or otherwise problematic.

("Using Generative AI").

AI Use Guidelines

Teachers shall:

Seek to understand how AI tools work, including their strengths and weaknesses, to optimize their value for student learning.

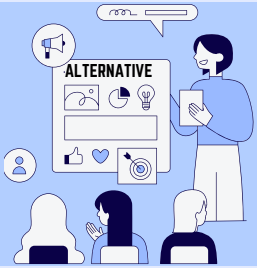
Consult *Recommended AI Tools for Student Use* before using an AI tool with students to ensure that it follows the Student Data Privacy Regulations.

Not enter any protected student data (grades, date of birth, student ID, etc.) into an AI system.

Avoid potential plagiarism by,

- Communicating with students, ahead of assignments, about the acceptable level of AI use.
- Designing lessons that encourage human-generated work.

In cases where AI use could be considered plagiarism, we suggest allowing students to demonstrate their understanding through alternative methods, such as rewriting or presenting their learning in a different format.



("Using Generative AI").

AI Use Guidelines

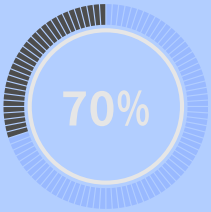
Teachers shall:

Have the autonomy to consider student use of AI tools as a factor when grading student work.

When appropriate, employ AI detection tools to evaluate the degree to which AI tools are likely used.

Hold students accountable for weak or unreflective reuse of material generated by AI tools.

AI tools cannot provide 100% accuracy when determining AI content. They should be used as a tool and not a final authority when determining the misuse of AI.

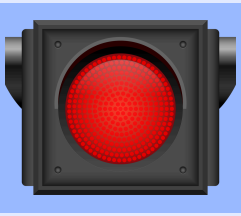


After following all the suggested guidelines and after speaking with the student, if a teacher believes the AI use constitutes plagiarism the teacher should reach out to the student's administrator to work through the guidelines outlined in the student handbook when determining consequences for acts of academic dishonesty as related to the use of AI tools.

("Using Generative AI").

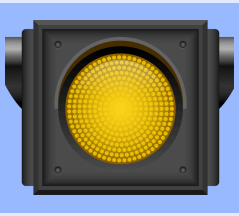
Acceptable Level of AI Use

There are four levels of acceptable AI use. Teachers should inform students and parents about the specific level(s) of use that is acceptable for their course, either through the syllabus or assignment instructions. Click here to copy and paste the information below.



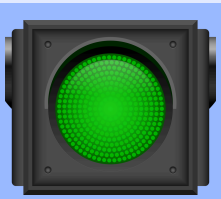
No AI

- Students may not use AI.
- Students must rely on their own knowledge and skills.
- Using AI violates the LSR7 academic integrity policy.
- Teachers may require an academic honesty pledge against AI use.



AI Assisted

- Students may use AI for reactive tasks like feedback, editing, and tutoring.
- No generative AI content is allowed.
- Using AI beyond these tasks violates academic integrity.
- Students must submit an appendix with their final product (see AI Citation Guidance).



AI Enhanced

- Students may use AI to complete teacher-specified elements.
- Keep a human in the loop: students are responsible for providing human oversight and evaluating all AI-generated content.
- Students must include internal citations, works cited entries, and an appendix in their final project (see AI Citation Guidance).



AI Empowered

- Students may use AI throughout to support their work.
- AI should be a 'co-pilot' to enhance student creativity.
- Keep a human in the loop: students are responsible for providing human oversight and evaluating all AI-generated content.
- Students must include internal citations, works cited entries, and an appendix in their final project (see AI Citation Guidance).

Adapted from: Student AI Integration: 0 to Infinity

Syllabi Samples

It is best practice to include your acceptable level of use guidelines within your syllabus. Click here to copy and paste the information below.

Sample #1 - LSR7

All work submitted in this course must be your own. Contributions from anyone or anything else, including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation. Consequences for violation of the school's academic integrity standards can be found in the student handbook. Directions regarding the proper citation of sources, including AI sources, can be found on the school library website.

Sample #2 - IB

Students should be aware that the IB does not regard any work produced—even only in part—by such tools, to be their own. Therefore, as with any quote or material from another source, it must be clear that AI-generated text, image, or graph included in a piece of work, has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. As with current practice, a predominantly quoted essay will not get many, if any, marks with an IB mark scheme.

Recommended AI Tools for Student Use

When considering using AI with students, the district recommends exploring Canva Magic Media, SchoolAI (free version), and MagicSchoolAI (free version). These tools align with our district's privacy, security, and ethical use guidelines. Additionally, they show favorable FERPA ratings within the Educational Framework, the student data privacy company we use to evaluate student tools. However, please be aware that the free version tools have limitations, and teachers should review these limitations before planning lessons that require their use.

The field of AI in education is constantly evolving. Therefore, we strongly recommend collaborating with your ITS or Librarian for any project that involves student interaction with AI. Their expertise can help you select the most appropriate tool and ensure its effective and responsible use in your classroom.



Created with Canva Magic Media

AI Citation Guidance

In-text Citations & Works Cited

- LSR7 subscribes to NoodleTools, a research management platform. Students can use it for various research tasks, including creating in-text citations and works cited entries. Visit NoodleTools for guidance on citing AI resources effectively.

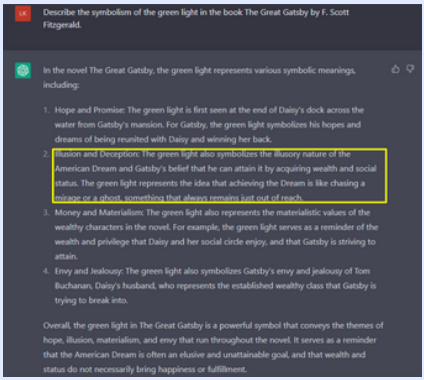
The Appendix

The appendix should include:

- specific AI tools used (e.g., Grammarly, AI School, etc.).
- the complete exchange with prompt and highlight relevant sections.
- an explanation of how AI tools were utilized (e.g., generating ideas, text elements, arguments, evidence, conceptual maps, and illustrations).
- reasons for using AI tools (e.g., time-saving, overcoming writer's block, stimulating thinking, stress relief, improving clarity, translation, fun experimentation).

Sample Appendix

I acknowledge the use of ChatGPT (https://chat.openai.com/) to stimulate thinking regarding symbolism in the drafting of this essay. I entered the following prompt on 3 March 2023: "Describe the symbolism of the green light in the book The Great Gatsby by F. Scott Fitzgerald." The output from ChatGPT was adapted and modified for my final essay. I found the highlighted portion particularly useful.



("How Do I Cite Generative AI").

Infographic



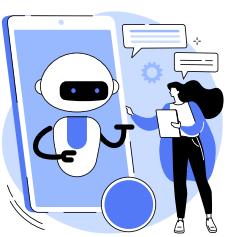
Click to view entire infographic.

Glossary

Academic Integrity: conscious intent on the part of students and staff to honestly and responsibly use original, unique, yet informed, thoughts, ideas, opinions, and products toward the achievement of personal or professional academic goals ("LSR7 student handbook").

Plagiarism: failure to use original, unique, yet informed, ideas, thoughts, works, images, or products, with the intent to represent the work of others as one's own ("LSR7 student handbook").

Artificial Intelligence (AI): 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 auto-correcting 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.





("Bringing AI to School")

Glossary

Types of AI

- Reactive AI: Tools that respond to specific inputs or situations without learning from past experiences (e.g. Alexa, Roomba, Grammarly, Hemingway editor, etc).
- Predictive AI: Tools that analyze historical data and experiences to predict future events or behaviors (e.g. Google Drive predictive text, Netflix, etc).
- Generative AI: Tools that generate new content or outputs, often creating something novel from learned patterns (e.g. ChatGPT, Canva MagicWrite, Midjourney, Stable Diffusion).

Types of Generative AI

- Chatbots (e.g. ChatGPT, HeyPi, & Bard): These tools generate human-like text based on the input they receive, capable of providing useful information or even engaging in a conversation.
- Learning Content (e.g. Course Creator, Photomath, Khanmigo): These are tools designed specifically to support learning needs. These can include creating lesson plans, whole courses, or serving as a coach for students or teachers.
- Media Creation (e.g. MusicLM, Stable Diffusion, Firefly): These tools generate images, audio, or video from descriptive prompts. Music and art can be generated to match existing artistic styles.
- Virtual Human Representations (e.g. Syntheia, PlayHT): These systems generate spoken language from written text, effectively creating new audio content or from text to video. Video can be generated to provide human-appearing mentors to share and summarize content.

("Bringing AI to School")

Works Cited

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