Guiding Principles and Procedures for AI Use

in the Richmond County School System

This document serves as a supplement to the Richmond County School System's Code of Student Conduct and Discipline (COSCD) and Internet Acceptable Use policy (IAUP). This document lays out six guiding principles in the use of Artificial Intelligence (AI) drawn from a review of emerging local, state, and federal frameworks on the use of AI in education. Below is an overview of the Guiding Principles, followed by procedures and expectations for implementing each principle.

1. Purpose

The Richmond County School System will promote proper and responsible use of AI to boost teacher efficiency, improve learner outcomes, and provide equitable opportunities for all students to prepare for life beyond the classroom in a world infused with AI

2. Compliance

Use of AI in the Richmond County School System will align with our Code of Student Conduct and Discipline, Internet Acceptable Use Policy, and other existing local, state, and federal regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content.

3. Knowledge

RCSS will promote AI literacy (including how to use AI, when to use it, and how it works) among students and staff and will support teachers in adapting instruction in a context where students have access to generative AI tools.

4. Balance

RCSS will work to realize the benefits of AI in education while addressing and educating all community stakeholders on the risks associated with using AI. RCSS will continue to evaluate if and when to use AI tools, paying special attention to misinformation and bias.

5. Integrity

Use of AI in the classroom must commit to and advance academic integrity. Teachers will make clear their expectations and procedures for using AI tools in assignments, and students will be truthful in giving credit to sources and tools, and honest in presenting work that is genuinely their own for evaluation and feedback.

6. Agency

Human agency is essential for proper and ethical use of Artificial Intelligence. RCSS staff and students will apply the guiding principles in this document to use AI tools critically and responsibly, recognizing that they are accountable for pedagogical or decision-making processes where AI is used.

Last updated July 9, 2025

1. Purpose

The Richmond County School System will promote proper and responsible use of AI to boost teacher efficiency, improve learner outcomes, and provide equitable opportunities for all students to prepare for life beyond the classroom in a world infused with AI

When selecting and implementing AI tools, students and staff in RCSS will consider how the use of those tools aligns with and promotes RCSS's Mission and Vision, its Learner Outcomes, its Profile of a Graduate, and its Profile of a Leader.

RCSS Mission Statement: Empowering Every Learner Every Day.

RCSS Vision Statement: To prepare every student to thrive, adapt, and lead in an ever-changing world.

RCSS Learner Outcomes:

- **Literacy**: By the end of third grade, every learner will demonstrate age-appropriate literacy skills to communicate and think critically.
- **Growth Mindset:** Every learner will demonstrate a commitment to continuous improvement and a passion to achieve his or her full potential.
- **Graduation**: Every learner will graduate with his or her cohort of peers.
- **Life Beyond the Classroom**: Every learner will graduate with a plan for continued Enrollment, Enlistment, or Employment.

RCSS Profile of a Graduate:

- **Productive Collaborator**
  - Demonstrates empathy, cooperation, and flexibility
  - Resolves conflicts appropriately
  - Actively participates in team activities to achieve goals
- **Critical Thinker**
  - Demonstrates openness to new and diverse perspectives
  - Analyzes and interprets situations, patterns, and data
  - Weighs evidence to make complex decisions
- **Responsible Citizen**
  - Demonstrates personal integrity, honesty, and ethical behavior
  - Exhibits pride in producing quality work and fulfilling requirements
  - Shows respect toward people, property, and the use of resources
- **Innovative Problem-Solver**
  - Displays curiosity, inventiveness, and originality
  - Creates products and shares ideas to solve challenging tasks
  - Uses information from a variety of sources to develop unique solutions
- **Effective Communicator**
  - Demonstrates ability to engage others in productive interactions
  - Listens attentively and asks questions to clarify understanding
  - Conveys ideas in verbal, written, visual and digital formats
- **Continuous Learner**
  - Demonstrates a growth mindset and ability to persevere
  - Shows motivation, initiative, and effort to achieve academic and career goals
  - Engages in reflection and accepts feedback for individual improvement and self-advocacy

RCSS Profile of a Leader:

- **Visionary Leadership**
  - Develops Vision & Purpose
  - Plans & Aligns
  - Demonstrates Organizational Savvy
  - Acts with Courage
  - Embraces Technological Innovation
- **Collaborative Leadership**
  - Collaborates Effectively
  - Communicates Clearly
  - Instills Trust
  - Builds Strategic Partnerships
- **People-Centered Leadership**
  - Serves Others
  - Demonstrates Empathy
  - Builds Relationships
  - Develops Talent
  - Fosters Inclusive Environments
- **Results-Oriented Leadership**
  - Resilient
  - Ensures Accountability
  - Focuses on Stakeholders
  - Makes Quality Decisions
- **Growth-Oriented Leadership**
  - Demonstrates Self-Awareness
  - Pursues Self-Development
  - Embraces Learning
  - Provides and Seeks Feedback

2. Compliance

Use of AI in the Richmond County School System will align with our Code of Student Conduct and Discipline, Internet Acceptable Use Policy, and other existing local, state, and federal regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content.

Code of Student Conduct and Discipline (COSCD)

The RCSS COSCD was recently updated to make explicit which uses of AI were inappropriate. Rule 1(r)-14 and 1(t) added language to describe which uses of AI are considered inappropriate or academically dishonest. Rule 5(B) added language regarding the use of AI tools for Bullying and Cyberbullying. Likewise, Rule 8(B) added language to address ways that the use of AI tools could be used for Sexual Harassment. Please review the updated Code of Student Conduct and Discipline to ensure that use of AI tools in RCSS complies with the COSCD.

Internet Acceptable Use Policy (IAUP)

The RCSS IAUP (Policy IFBG) was also updated with language covering inappropriate uses of AI tools and resources, Employee responsibilities regarding instruction and guidance to students on data privacy and the use of AI tools and resources, as well as student responsibilities regarding data privacy and the use of AI tools for assignments and instructional purposes. Please review the updated Internet Acceptable Use Policy

Federal Regulations

Below is a quick glance at Federal Regulations that impact the use of AI and other tools in education, and a brief synopsis of how AI tools must be used in compliance with those regulations. You can find links to these regulations in the "Resources" section at the end of this document - please review these resources to ensure that use of AI tools in RCSS complies with these and other Federal, State, and local regulations.

FERPA	COPPA	IDEA	CIPA	Sec. 504
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.	AI chatbots, personalized learning platforms, and other technologies collecting personal information and user data on children under 13 must require parental consent.	AI must not be implemented in a way that denies students with disabilities equal access to education opportunities.	Schools must ensure AI content filters align with CIPA protections against harmful content.	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.

Data Privacy & Security

As the Federal Regulations above imply, Data Privacy and Security have become an increasingly critical consideration to the selection and application of digital tools and resources in education. The proliferation of AI tools has only brought this issue into sharper focus because the tools are often designed to use data entered by their users to continue training the computer models that enable the tools to function. This in turn has led to concerns about copyright violations and violations of user privacy, particularly regarding children.

Policies and Procedures for Data Privacy and Security in RCSS

Employees and students are prohibited from utilizing Richmond County School System account profile information, such as usernames, passwords, or email addresses, to register for web applications or services not approved by the School System. These profiles contain private data, and by law, the Richmond County School System must ensure that vendors with which it shares information have adequate policies and procedures to safeguard data privacy and uphold network security. Please review carefully the updated language in the RCSS Internet Acceptable Use Policy pertaining to data privacy and security.

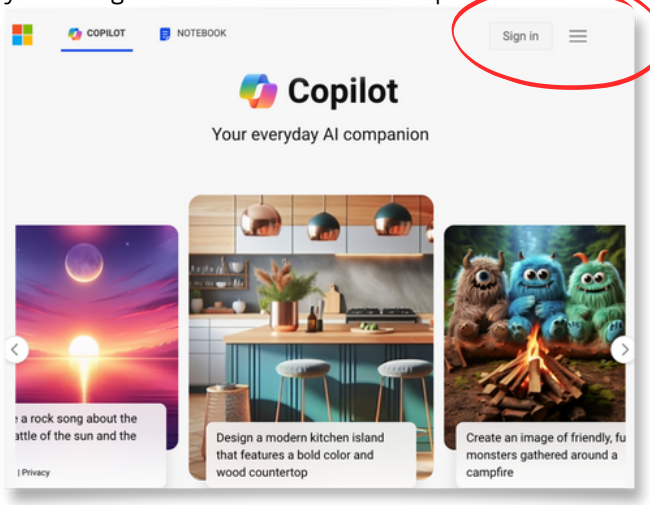
Implications for AI Tools

Because AI tools often use data input to feed back into training their models, it can be difficult to select AI tools for student and staff use which comply with the school system's legal obligations. **Currently, the *only* large language model (LLM) chat services approved for use in RCSS are Microsoft Copilot and MagicSchool.AI** (more information on the following page), provided the procedures below are followed. ChatGPT, Google Bard, and other LLM's *are not permitted* in RCSS because they do not comply with our Data Privacy and Security obligations.

Microsoft Copilot Procedures

Copilot is Microsoft's Large Language Model AI tool built on the ChatGPT engine in collaboration with OpenAI. However, Copilot can make use of Microsoft's data security features as part of the school system's purchase of Microsoft's Education license. In order to make use of these data protection and security features, RCSS users must follow these procedures when using Copilot.

First, go to https://copilot.microsoft.com/ using either the Chrome or Edge browser, and sign in to Copilot using your designated RCSS username and password.



Once you have signed in, you should see a green "protected" symbol next to your profile picture. As long as the green protected symbol is active when you use Copilot, the AI will not store, keep, or use the data input into the window in any way. **However, always be careful not to input personally identifiable information (especially for students) into any AI program.** Once the tab or window is closed, any inputs or outputs from a user's interaction with the page will be lost, so be sure to save any outputs from the AI before closing the window.

Keep in mind that the user is responsible for using the outputs of this or any AI tool ethically and in ways that comply with local, state, and federal regulations. For more information, refer to Principle 6: Agency.

If you see the option to select "work" or "web", select the "web" option.

MagicSchool.AI [NEW for '25-26!]

Beginning in the 2025 to 2026 School Year, RCSS will be implementing MagicSchool.AI for all teachers. Digital Learning Specialists will provide training on how to access and use teacher-facing tools beginning in August 2025. Training for student-facing tools will begin in January of 2026. For questions about MagicSchool.AI, please reach out to your school's assigned digital learning specialist.

Generative AI & Multimedia Outputs

Generative AI tools can generate a variety of images, videos, sounds, and music in addition to text. While most generative AI tools have certain safeguards built in to prevent the generation of explicit or otherwise inappropriate images, it is the teacher's responsibilty to ensure that the outputs of these tools are school-appropriate. When generating multimedia output, teachers should only use approved generative AI tools or platforms such as Copilot (while logged in to their microsoft school account), Magic School, or Canva.

Copyright & Fair Use

Generative AI models are often trained on large datasets that may include copyrighted material, but the legality of using these materials without permission is still being debated in courts. Teachers should be mindful when using or displaying any form of output generated by AI to comply with relevant Copyright laws and procedures, such as the Digital Millennium Copyright Act (DMCA) and the Technology, Education and Copyright Harmonization ("TEACH") Act. Also keep in mind that the use of any output (text, images, video, etc.) generated by an AI program should be properly identified and/or cited. For more information on citing AI-generated outputs, see Section 5: Integrity.

For Further Inquiry

If you are unsure about how or whether to use any given AI tool or whether the use of a given output by a generative AI program would be considered Fair Use under copyright law, please contact your school's designated Digital Learning Specialist. To learn more about which technology tools and resources have been approved for use in RCSS or to request a tool or resource be reviewed, please refer to https://www.rcboe.org/Page/77926.

3. Knowledge

RCSS will promote AI literacy (including how to use AI, when to use it, and how it works) among students and staff and will support teachers in adapting instruction in a context where students have access to generative AI tools.

AI Basic Terminology

There are a lot of terms and jargon related to AI. Understanding these terms and a little about the history of how AI has developed up to now goes a long way in equipping users to make ethical decisions regarding AI use. Expect to see professional learning materials and opportunities throughout the year from the RCSS Professional Learning Department and your school's digital learning specialist.

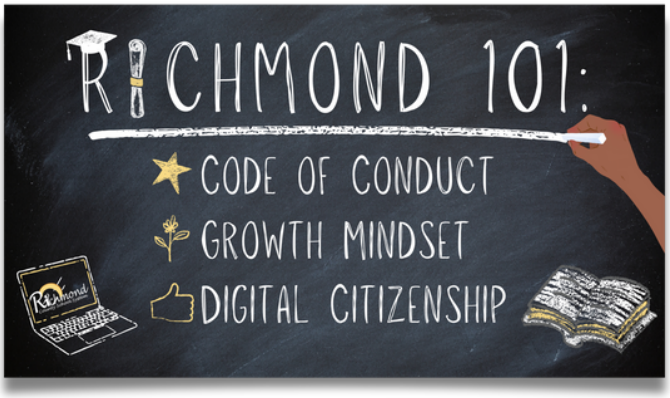
In the meantime, a **glossary** of common terms associated with AI can be found at the back of this document. The Department of Professional Learning has published a series of short AI related videos as part of its Digital Learning Guide - use the QR code to the right to access.

Importance of Digital Citizenship

RCSS has long promoted media literacy and digital citizenship using Common Sense Media's Digital Citizenship Curriculum as a basis for lessons taught to all students at the beginning of each school year and beyond. At the beginning of the '25-26 school year, students and staff will be enrolled in an updated version of the Canvas LMS course "Richmond 101," which will include lessons on the Student Code of Conduct and Discipline, Growth Mindset, and a Digital Citizenship curriculum updated with lessons pertaining to AI. Students can complete these lessons once the course is placed on their Canvas dashboards in August. Teachers will facilitate these lessons as a class with their students before devices are checked out for students to take home. Information will also be included in Richmond 101 about how to access and implement the Parent ProTech resources that were purchased for all teachers, students, and parents by GaDOE to comply with Senate Bill 351.

SB351

Georgia Senate Bill 351 has added additional responsibilities on local educational institutions to monitor compliance. As part of RCSS's efforts to comply with these requirements, we will be tracking teacher-lead completion of Richmond 101 during the opening weeks of the school year. Look for more information from your school's administration at the start of the school year for more information.



4. Balance

RCSS will work to realize the benefits of AI in education while addressing and educating all community stakeholders on the risks associated with using AI. RCSS will continue to evaluate if and when to use AI tools, paying special attention to misinformation and bias.

Both the risks and benefits of using AI in schools are numerous, but it is important to keep both in mind. Below are some of the potential benefits and risks to student learning made possible with AI, along with some suggestions on how those risks can be mitigated. This list is not exhaustive, and stakeholders should commit to being life-long learners of the risks and benefits of AI

Benefits to Student Learning

- **Personalized Content and Review:** AI can help generate personalized study materials, summaries, quizzes, and visual aids, help students (including those with disabilities) 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 can develop computational thinking skills to break down complex problems, analyze data critically, and evaluate the effectiveness of solutions.

Risks to Student Learning

- **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 or harass others can have severe consequences for students' well-being.
- **Overreliance** 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 (Dede, 2023). People may overly trust AI outputs, especially when AI is seen as having human-like characteristics.
- **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.

Risk Mitigation for Student Learning

- 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 should 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.

AI also poses benefits and risks in the ways that it can support Teachers. Below are a few of those potential benefits and risks as well as some ways those risks can be mitigated.

Benefits to Teacher Support

- **Content Development, Enhancement, and Differentiation:** AI can assist educators by differentiating curricula, suggesting lesson plans, generating diagrams and charts, and creating customized worksheets based on student needs and proficiency levels.
- **Assessment Design and Analysis:** In addition to enhancing assessments by automating question creation, providing standardized feedback on common mistakes, and designing adaptive tests based on real-time student performance, AI can conduct diagnostic assessments to identify gaps in knowledge or skills and enable rich performance assessments. Teachers should be ultimately responsible for evaluation, feedback, and grading, and determining and assessing the usefulness of AI in supporting their grading work. AI should never be solely responsible for grading.
- **Continuous Professional Development:** AI can guide educators by recommending teaching and learning strategies based on student needs, personalizing professional development to teachers' needs, suggesting collaborative projects between subjects or teachers, and offering simulation-based training scenarios such as teaching a lesson or managing a parent/teacher conference.
- **Ethical Decisions:** Understanding how AI works, including its ethical implications, can help teachers make critical decisions about the use of AI technologies and help them support ethical decision-making skills among students.

Risks to Teacher Support

- **Societal bias** is often due to human biases reflected in the data used to train an AI model. Risks include reinforcing stereotypes, recommending educational interventions that are inappropriate, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers.
- **Diminishing student and teacher agency and accountability** is possible when AI technologies deprioritize the role of human educators in making educational decisions. While generative AI presents useful assistance to amplify teachers' capabilities and reduce teacher workload, these technologies should be a supporting tool to augment human judgment, not replace it.
- **Privacy concerns** arise if AI is used to monitor classrooms for accountability purposes, such as analyzing teacher-student interactions or tracking teacher movements, which can infringe on teachers' privacy rights and create a culture of surveillance (The White House, OSTP, 2022).

Risk Mitigation for Teacher Support

- Select AI tools that provide an appropriate level of transparency in how they create their output to identify and address bias. Include human evaluation before any decisions informed by AI are made, shared, or acted upon.
- Educate users on the potential for bias in AI systems so they can select and use these tools more thoughtfully.
- All AI-generated content and suggestions should be reviewed and critically reflected upon by students and staff, thereby keeping "humans in the loop" in areas such as student feedback, grading, and when learning interventions are recommended by AI (U.S. Department of Education, 2023).
- When AI tools generate instructional content, it is vital for teachers to verify that this content aligns with the curriculum standards and learning objectives.

5. Integrity

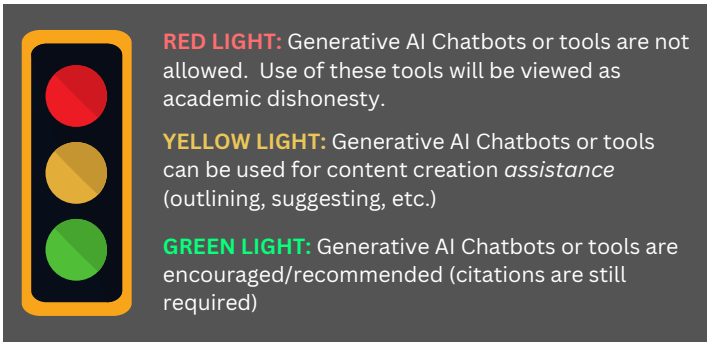
Use of AI in the classroom must commit to and advance academic integrity. Teachers will make clear their expectations and procedures for using AI tools in assignments, and students will be truthful in giving credit to sources and tools, and honest in presenting work that is genuinely their own for evaluation and feedback.

As explained in Principle 2: Compliance, the RCSS Code of Student Conduct and Discipline and Internet Acceptable Use Policy have both been updated to address common misuse of AI tools and resources in the classroom. However, maintaining academic integrity in the context of a world infused with AI requires more than disciplinary procedures. While it may seem easier to exclude AI from all assignments, this approach may deny students valuable opportunities to prepare for life and careers in a future dominated by AI tools. Effective and ethical use of AI by tomorrow's workforce relies on the efforts of our schools to teach today's students appropriate practices and mindsets regarding AI

Setting Expectations

Teachers are encouraged to strategically engage students with AI tools in assignments where appropriate, but clear expectations for students on the use of AI should be set in each classroom. **Teachers should communicate their expectations for AI use in their classroom via their course syllabus** as well as on each assignment.

The graphic to the right, based on Phil Hintz's THINK: Quick Guide to AI Use, is a simple classroom strategy for communicating expectations for individual assignments. (Click on the link to view the full model, which has many helpful clarifications and suggestions on how to use the model to proactively teach students how and when to use AI tools in the classroom.)



Identifying Academic Dishonesty

By far the most difficult task for educators to ensuring Academic Integrity in the age of AI is knowing when a violation has occurred. Generative AI tools output unique responses for every prompt they receive, and traditional plagiarism detection methods will not work. Despite many vendors claiming their product can now consistently identify text written by AI, substantial research has debunked these claims (Perkins et al., 2024; Sadasivan et al., 2023; Weber-Wulff et al. 2023, in addition to testing by RCSS). The use of any so-called AI detection services by RCSS staff is discouraged and **should not serve as the primary basis for any disciplinary action taken against a student** for suspected academic dishonesty through the use of A. I. tools.

The most impactful way for a teacher to ensure their students uphold the ideals of academic integrity (ICAI, 2021) is to **know the voice of their students**. Taking the time to read and respond thoroughly to student submissions allows teachers to identify instances where a student's submission is out of step with the student's previous work or otherwise seems suspicious.

Teachers should also consider modifying assignments to be more resistant to AI-based dishonesty such as requiring students to hand-write portions of a paper or outlines before typed submissions or proactively including AI tools in the process of the assignment with supervision and appropriate citations.

Transparency in AI Use

Whenever AI tools are used in the context of education, staff and students should ensure that the tools are used responsibly and ethically. Text and/or media generated by AI by either staff or students should be appropriately cited - see below for examples. If and when AI is used for student assessment and feedback, teachers have a responsibility to take ownership of that output and disclose AI's role in the process. According to the Georgia Professional Standards Commission's "Ethical Considerations in Appropriate Use of AI for Educators, teachers, administrators, and staff should provide timely, accessible, and clear information to students, parents, and guardians about when, how, and why AI tools are being used in the classroom or in school operations.

Citing AI Use

If and when text or media generated by an AI program is used (e.g., in an assignment or handout), students and staff should cite such output clearly according to standard citation conventions. For example, to cite the output of a Large Language Model such as ChatGPT, APA 7th edition suggests the following format to cite the content as the output of an algorithm:

> Company. (Year). *AI Name* (version) [Descriptor]. URL
>
> OpenAI. (2023). *ChatGPT* (June 25th version) [Large language model]. https://chat.openai.com/chat

Remember, students must adhere to clearly communicated expectations for the use of AI on any given assignment. **Appropriately citing AI output does not give a student the right to use AI if the teacher clearly established an expectation that AI was *not* permitted on that assignment.**

More information on how to cite AI in different formats can be found in the Additional Resources section under "Citing AI Use."

6. Agency

Human agency is essential for proper and ethical use of Artificial Intelligence. RCSS staff and students will apply the guiding principles in this document to use AI tools critically and responsibly, recognizing that they are accountable for pedagogical or decision-making processes where AI is used.

Human Agency in the Age of AI

In the context of Artificial Intelligence, the concept of "**Human Agency**" means keeping humans "in the loop" of the decision-making process. Because AI can hallucinate and is prone to different biases, any decision-making practices supported by AI must enable human intervention and ultimately rely on human approval processes in order to maintain high standards of integrity.

All the prior principles laid out in this document are necessary components to maintaining human agency when using AI tools and resources:

- **Principle 1:** We must be able to clearly connect our purpose for using AI tools to the mission, vision and goals of our school system.
- **Principle 2**: We must understand how to comply with existing regulations and policies when using AI tools.
- **Principle 3**: Being knowledgeable of how AI tools work and how good Digital Citizenship should guide our actions is a critical component of being "critical consumers" of AI.
- **Principle 4**: Users should balance the benefits of working with AI tools and resources with appropriate considerations for mitigating the risks posed by AI.
- **Principle 5**: Integrity in the use of AI must be taught explicitly and often, with clearly established expectations and transparency.

Adhering to the principles of this guide ensures that students and staff in RCSS can maintain appropriate human agency and accountability for decisions made with AI tools and resources while enjoying the benefits that those tools bring to productivity and learning.

Moving Forward

The field of Artificial Intelligence is rapidly evolving. Accordingly, the Richmond County School System will commit to reviewing and updating this document often to ensure that it continues to meet the needs of the school system and complies with changes in laws, regulations, and technology.

For more information, a glossary, additional resources, and references can be found on the following pages.

Glossary

Agent/Agentic AI: an artificial intelligence system capable of making decisions and taking actions autonomously to achieve specified goals. For example, rather than simply creating text in response to a prompt, an agent could create the text and publish it on a website automatically.

Artificial Intelligence (AI): The field of computer science that focuses on creating intelligent systems capable of performing tasks that typically require human intelligence. In education, AI can enhance teaching, learning, and administrative processes.

Artificial General Intelligence (AGI): AGI refers to a hypothetical form of AI that possesses human-like cognitive abilities. Unlike narrow AI, which is designed for specific tasks, AGI would have the capacity to understand, learn, and apply knowledge across a wide range of domains.

Chatbots: AI-powered conversational agents that interact with users through natural language. Chatbots can assist students, answer queries, and provide personalized support.

Deep Learning: A type of machine learning that uses neural networks with multiple layers (deep neural networks) to process complex data. Deep learning has applications in image recognition, speech synthesis, and recommendation systems.

Generative AI: Rather than process existing data, Generative AI refers to artificial intelligence systems that can create original content, such as text, images, video, audio, or software code, in response to a user's prompt or request.

Generative Pre-trained Transformer (GPT): GPT is a family of neural network models pre-trained on large datasets of unlabeled text and can generate unique human-like content. GPTs are widely used in natural language processing tasks and have been sequentially numbered (e.g., GPT-3, GPT-4) to indicate their increasing capabilities.

Hallucinations: AI Models can sometimes generate false or misleading information known as "Hallucinations" which result from limits in the data used to train the model or biases inherent in those data sets. AI Hallucinations can result in incorrect predictions, false positives, or false negatives. In the context of education, AI models have been known to create fictional but plausible sounding citations or other patently false information. Users of AI tools should always review and verify the outputs of these tools.

Large Language Model (LLM): LLMs are artificial neural networks designed for natural language processing. They learn patterns from vast amounts of text data and can generate coherent and contextually relevant text. GPTs are a prominent example of LLMs.

Machine Learning (ML): A subset of AI that enables systems to learn from data without being explicitly programmed. ML algorithms improve their performance over time by recognizing patterns and adjusting their models.

Natural Language Processing (NLP): A branch of AI that enables computers to understand, interpret, and generate human language. NLP is used in chatbots, language translation, and automated essay scoring.

Neural Network: A neural network is a computational model inspired by the structure of the human brain. It consists of interconnected nodes (neurons) organized in layers. Neural networks are used for various AI tasks, including image recognition, natural language understanding, and prediction.

Predictive Analytics: Using AI to analyze historical data and predict future outcomes.

Additional Resources

Guidance for AI in Georgia

- Leveraging AI in the K12 Setting - AI guidance document from GaDOE
- Ethical Considerations in the Appropriate Use of AI for Educators - Guidance from the GAPSC

AI Literacy and Digital Literacy

- AI 101 for Teachers from Code.org, ETS, ISTE, and Khan Academy
- AI4K12 Five Big Ideas in AI
- ISTE's AI resources, including ISTE Standards: Computational Thinker (ISTE)

Citing AI Use

- MLA Style - Generative AI
- APA Style - ChatGPT
- Chicago Style - Generative AI

Academic Integrity

- AI Text Detectors, Presentation by Torrey Trust
- Combating Academic Dishonesty from the University of Chicago
- Promoting Academic Integrity in your Course from Cornell University
- Strategies for Teaching Well When Students Have Access to Artificial Intelligence (AI) Generation Tools from George Mason University

Ethical AI Procurement

- Media AI Ratings System (Common Sense Media)
- Emerging Technology Adoption Framework (Digital Promise)
- The Ethical Framework for AI in Education (Institute for Ethical AI in Education)
- EdSAFE AI SAFE Benchmarks (Ed SAFE AI Alliance)
- K-12 Generative Artificial Intelligence (Gen AI) Readiness Checklist (CGCS, CoSN)

AI Use Cases in Education

- How to Use ChatGPT to Enhance Active Learning (Ministry of Education in Chile)
- 100 Practical Applications and Use Cases of Generative AI (Government of the United Arab Emirates)

Federal Regulations Relevant to AI in Education

- 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.
- CIPA - Schools must ensure AI content filters align with CIPA protections against harmful content.
- IDEA - AI must not be implemented in a way that denies students with disabilities equal access to education opportunities.
- 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.

Removing Barriers to American Leadership in Artificial Intelligence - Executive order, January 23, 2025

References

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