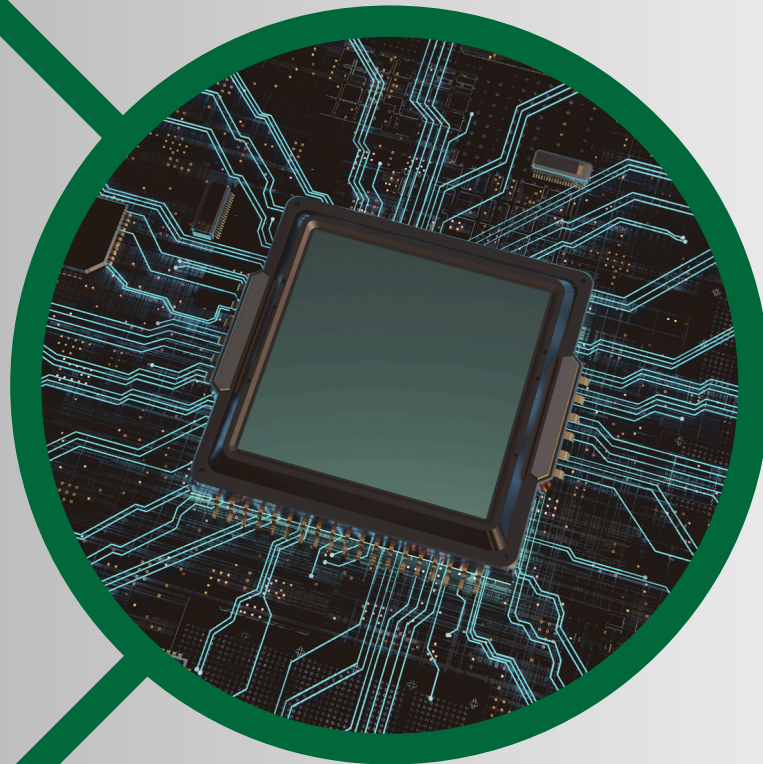


LIVINGSTON PUBLIC SCHOOLS

ARTIFICIAL INTELLIGENCE

STATEMENT



Artificial Intelligence and Education

As we continue to navigate the evolving landscape of education in the 21st century, we are committed to providing our students with the best resources to prepare them for success in an ever-changing world. In this spirit, we recognize Generative Artificial Intelligence (AI), Large Language Models (LLM), and prompt-engineering tools, while still relatively new and evolving daily, can be valuable tools in our educational environment.

Classroom Use of Generative AI:

AI, when integrated thoughtfully, ethically, and responsibly, offers numerous benefits that can enhance the educational experience for our students and support our dedicated educators. However, it is essential to clarify that the use of AI systems in our classrooms will be:



1

Contingent upon classroom teachers' explicit inclusion of the technology on a per-assignment basis.



2

Transparent, with clear explanations of their purpose and function to students and educators. These teacher decisions should be clearly communicated to students on their Schoology page, syllabi, and on specific assignments.



3

Guided by our established district policies

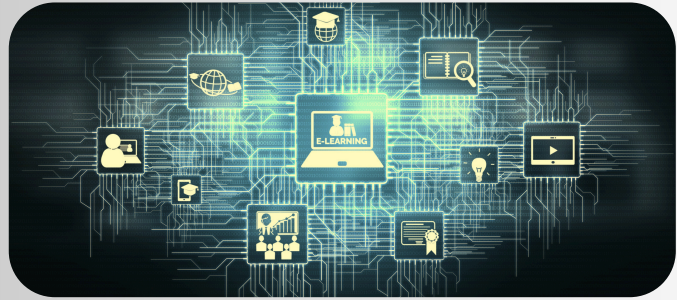
(District Policy 2360: Technology Use) and aligned with our educational guidelines.

Students' personal data and information must be protected in accordance with applicable laws and regulations, and systems used in education must adhere to ethical principles and promote responsible AI practices. Student information should never be used as a prompt in an advanced prompt tool.

Understanding Expectations

Academic Integrity:

In all learning environments, students are expected to cite sources used in generating classroom assignments and adhere to school guidelines for cheating and plagiarism. Submitting AI-generated material as original content is a form of plagiarism.



Expectations for Teacher

Discretion:

In all scenarios, it is essential to clearly communicate the objectives, expectations, and criteria for learning.

If AI and prompt-engineering tools ARE NOT explicitly permitted, then...



Students cannot use advanced artificial intelligence, LLM, or prompt-engineering tools (e.g., ChatGPT, Bard, Dall-E 2, PhotoMath etc.), on this assignment.



Students are expected to complete each assignment without outside assistance, including automated tools.

If AI and prompt-engineering tools ARE permitted, then...



Students are allowed/assigned to use advanced automated tools (e.g., ChatGPT, Bard, Dall-E 2, etc.) on the assignment if they properly document and credit their use.

- Expectations and acceptable means for use should be clearly stated (brainstorming, collaboration, content, editing, etc.)



When using an AI tool for an assignment, students must include a citation in their assignment to acknowledge the use of the specific tool and its source.

- For example, if ChatGPT-3 is utilized, the student should include a citation similar to: "Chat-GPT-3. (YYYY, Month DD of query). 'Text of your query.' Generated using OpenAI. <https://chat.openai.com/>"
- Similar citation conventions or prompt logs should be followed for material generated using other AI tools.



Failure to provide appropriate citations, unless explicitly communicated by the teacher, will be subject to District and school cheating/plagiarism policy outlined in student handbooks.

Student Requests


If a student would like to request the use of AI or prompt-engineering tools, then...

Students must submit a written request to the teacher, clearly stating the purpose and intended use of the AI tool in relation to the assignment.

The teacher will evaluate each request and grant permission based on the nature of the assignment and the student's justification for using the AI tool.

If permission is granted, the student can proceed to use the AI tool as specified in the approved request.

If permission is denied, the student must complete the assignment without substantive assistance from others, including automated tools.



Considerations

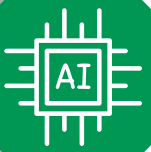
This guidance will be revised as the technology and our use of the prompt-engineering programs continue to evolve.



The teacher can modify the permissions and requirements related to AI tool usage on specific assignments or throughout the course.



Teachers using AI in classrooms are expected to model appropriate, effective, and ethical use of AI tools for students embedded into their lesson goals and specific tasks.



It is the student's responsibility to read and comply with the instructions provided by the instructor for each assignment. Students found in violation will be subject to penalties noted in the student handbook and district policy.



When in doubt, ask!



Please note: ChatGPT was consulted in the development of this statement.



Resources

“Guiding Resource:

[Bringing AI to School: Tips For School Leaders \(ISTE\)](#)

Professional Learning Resources:

edWeb Webinars/Podcasts

1. [AI: Embracing the Opportunity](#)
2. [Transforming Education with AI: What Educators Need to Know](#)
3. [The Future ELA Classroom Is Here: Using Generative AI to Improve Writing Practice, Feedback, and Revision](#)
4. [Myndful: How Students Used AI to Create an App for Mental Health Resources](#)
5. [Artificial Intelligence in Schools: Allow or Prohibit? Ethical Considerations for Educators](#)
6. [Artificial Intelligence in Schools: Allow or Prohibit? Ethical Considerations for Educators Part 2](#)
7. [Using Automation to Maximize Instruction and Reduce Teacher Burnout](#)
8. [Leveraging Artificial Intelligence to Support English Language Learning](#)
9. [Artificial Intelligence: How to Bring Industry-Based AI Into Your Classroom](#)
10. [The Future Is Here: Combining Human and Artificial Intelligence to Help Emergent Bilinguals Learn English](#)
11. [Exploring ChatGPT and AI in Education: A Paradigm Shift for the Classroom](#)
12. [Leading and Implementing Educational Technology Innovations: Hurdles, Accelerators, and Tech Enablers](#)
13. [Foundations of Tech: Where Is Industry Going and What Should Students Be Learning](#)
14. [Exploring ChatGPT and AI in Education: A Paradigm Shift for the Classroom](#)
15. [Show Your Work: How to Use Mind Mapping to Avoid Cheating with ChatGPT](#)
16. [MagicSchool.ai](#)
17. [Wharton Interactive Crash Course: Practical AI for Instructors and students](#)
18. (Youtube Series)
19. [Examples of possible academic integrity policies that address student use of generative AI tools \(Carnegie-Mellon University\)](#)
20. [AI Assignment Checklist](#)