

## Responsible Use of Artificial Intelligence at HFCRCHS

### I. Introduction

Recognizing that Artificial Intelligence (AI) is a rapidly evolving technology, this policy provides a framework for its ethical and effective use within our educational community.<sup>1</sup> Our aim is to harness AI's potential to enhance learning while actively mitigating risks and upholding the core values of academic integrity, equity, and student agency.<sup>2</sup> This policy is intended to be a living document that will adapt as AI technology and our understanding of it grows, requiring regular review and updates, ideally twice a year or at the end of each semester.

### II. Guiding Principles

This policy is built upon human-centered principles that ensure AI serves as a supportive educational tool rather than a shortcut or replacement for essential human interaction and skill development.<sup>3</sup>

#### A. Human-Centered Education

1. Students and educators remain at the heart of the learning process. AI should enhance, not replace, human interaction and relationships, which are essential for critical thinking, creativity, and social-emotional development.<sup>4</sup>
2. AI should serve as an aid to educators and not a replacement for their core job functions or professional judgment.<sup>5</sup>
3. AI-informed analyses and data alone should never be used for high-stakes or determinative decisions, such as employee evaluations, student assessment, placement, graduation, matriculation, disciplinary matters, or diagnoses of any kind. These decisions must primarily rely on the professional expertise and judgment of humans, considering equity, diversity, access, and human rights.<sup>6</sup>

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<sup>1</sup> National Education Association, **Artificial Intelligence in Education** (Washington, DC: National Education Association, July 2024), <https://www.nea.org/sites/default/files/2024-10/nea-ai-task-force-report-2024.pdf>, 4

<sup>2</sup> Ibid, 1

<sup>3</sup> Ibid, 10

<sup>4</sup> Ibid, 1, 10, 39

<sup>5</sup> Ibid, 10, 39-40

<sup>6</sup> Ibid, 10, 40

4. Diverse educators must be included in the vetting, adoption, deployment, and ongoing use of AI to ensure tools improve job quality and enhance performance, reflecting diverse perspectives and avoiding biases.<sup>7</sup>

#### B. Evidence-Based Practices

1. AI tools should be adopted based on evidence of their effectiveness and alignment with high-quality teaching and learning standards. This evidence should ideally come from independent research, or rigorous industry-sponsored research.
2. If research is unavailable, AI tools may be piloted with a plan to collect and analyze data, ceasing use if benefits are not shown.
3. Ongoing assessment of AI efficacy is crucial, with educators actively involved in regularly reassessing tools to ensure continued benefits and identify unexpected problems.<sup>8</sup>

#### C. Ethical and Transparent Use

1. AI is not flawless and requires human oversight, checks, and balances. This includes addressing algorithmic bias, inaccurate or nonsensical outputs, data privacy violations, and environmental impacts.
2. Transparency about how AI systems work, what data they use, and how decisions are reached is paramount. Educators, students, and families must be informed about how AI tools are used, and data collected through AI must be subject to clear protocols regarding its storage, utilization, and protection.
3. Compliance with relevant privacy laws, such as FERPA, is essential. Using student names in AI systems for grading should be avoided to prevent violating FERPA regulations. Schools are responsible for protecting student records, whether electronic or paper.

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<sup>7</sup> National Education Association, **Artificial Intelligence in Education** (Washington, DC: National Education Association, July 2024), <https://www.nea.org/sites/default/files/2024-10/nea-ai-task-force-report-2024.pdf>, 10, 39-40

<sup>8</sup> Ibid, 13, 40-41

4. Institutional structures, like review boards or scheduled audits, involving students, educators, and families, should enforce high-quality standards for AI use.
5. Proprietary rights of students and educators in their original work must be ensured, recognizing current copyright laws are based on human authorship.<sup>9</sup>

#### D. Equitable Access and Use

1. All students and educators should have equitable access to AI tools, the necessary technical support, devices, and internet infrastructure. Measures must be taken to prevent AI from widening existing digital divides.
2. AI must be used in ways that promote active learning and critical thinking for all students, regardless of background or learning style, and not relegate some students to rote memorization or standardized assessment.<sup>10</sup>

#### E. AI Literacy and Agency

1. Students and educators must develop AI literacy, understanding AI's benefits, risks, and ethical implications, including algorithmic bias and environmental impact.
2. AI literacy should be incorporated across all subject areas and educational levels through developmentally appropriate and experiential learning opportunities.
3. Educators should receive high-quality, multifaceted, and ongoing professional learning opportunities to increase their AI literacy and understand how to use AI pedagogically, assess evidence, identify/mitigate biases, and handle ethical/data privacy hazards. Educators should be positioned to lead professional learning about AI.<sup>11</sup>

#### F. Continuous Learning and Adaptation

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<sup>9</sup> Ibid, 15-18, 41

<sup>10</sup> Ibid, 27, 41-42

<sup>11</sup> Ibid, 29, 42-43

1. This policy is designed to be flexible, allowing educators to adapt it to their specific subject areas and teaching styles, emphasizing their academic freedom.
2. AI tools will be regularly reassessed to ensure they continue to meet intended goals and haven't created unexpected problems.<sup>12</sup>

### III. Acceptable Uses of AI for Students

AI tools should primarily be used to support, enhance, and augment learning, with specific guidelines determined by individual educators for different assignments and projects.<sup>13</sup> AI use is prohibited for all student assignments except with explicit permission and instruction from the teacher.

Examples of acceptable uses, when explicitly permitted and guided by the teacher, include:

- **Research and Information Gathering:** Assisting in gathering information and exploring topics, but students must critically evaluate credibility and relevance.
- **Personalized Learning and Feedback:** Providing personalized feedback, adaptive learning paths, and interactive tutorials, which can also help faculty manage time and improve feedback quality.
- **Creative Tasks:** Generating ideas, creating content, and exploring different perspectives.
- **Problem Solving:** Assisting in analyzing problems and developing solutions.
- **Crafting prompts:** Using AI to develop thesis statements or good questions, rather than writing entire papers.

### IV. Prohibited Uses of AI for Students

These uses of AI undermine the learning process and are strictly forbidden, as they hinder critical thinking and skill development:

- **Academic Dishonesty:** Plagiarism, cheating on exams, or fabricating research using AI tools is strictly forbidden. Students must submit their own original work, with proper citation and attribution when AI tools are used as permitted. AI should be excluded from tests or writing assignments.

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<sup>12</sup> Ibid, 4, 13, 41

<sup>13</sup> Ibid, 6, 27, 42

- **Completely Automated Work Generation:** Relying solely on AI to complete assignments without active participation or understanding is not allowed. Students should not let AI do the work for them, as this undermines critical thinking and personal skill development.
- **Violation of Privacy:** Unauthorized access, collection, or sharing of personal data is strictly prohibited. Using student names in AI systems for grading should be avoided to prevent violating FERPA regulations.
- **Over-reliance:** Over-reliance on AI may lead to diminished critical thinking skills, a lack of understanding of underlying concepts (like math or grammar), and an inability to produce quality writing. Students should not use AI as a crutch but rather as a learning tool. Students may not develop essential writing skills if they rely on AI tools like Grammarly or ChatGPT, as these tools may change content or not reflect the student's voice.
- **Malicious Use:** Using AI to create deepfake audio or video of anyone, spread false information, damage reputations, or engage in bullying and harassment is strictly prohibited.

## V. Implementation and Enforcement

### A. Clear Communication

1. Educators will explicitly communicate and reinforce acceptable and unacceptable uses of AI to students throughout the school year, especially at the beginning of the school year. The general policy should also be communicated to families via email and at PTA meetings, and a standardized statement should be included in all syllabi. Teachers should periodically reinforce this policy as needed.

### B. Policy Review

1. The AI policy will be reviewed regularly by a committee consisting of students, educators, and other stakeholders. Updates will occur regularly, ideally twice a year or at the end of each semester, given the rapid evolution of AI technology.

### C. Professional Development

1. Educators will receive ongoing professional development opportunities related to AI tools, ethics, and implementation. This training will help

faculty and staff understand AI's capabilities and limitations, recognize AI-generated text, and effectively integrate AI into their teaching practices. Professional development should cover AI prompting, using AI for creating assignments, and addressing potential biases.

D. Consequences

1. Violations of this policy will result in disciplinary actions, determined on a case-by-case basis. Teachers should report specific cases of policy violations to help refine the policy.