

Artificial Intelligence Handbook

Guiding Principles and Responsible Use
of Generative AI in Fort Bend ISD



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The contents of this handbook may relate to the following Board policies:

Policy	Title
EA (LOCAL)	INSTRUCTIONAL GOALS AND OBJECTIVES
EIA (LOCAL)	ACADEMIC ACHIEVEMENT – GRADING / PROGRESS REPORTS TO PARENTS
EHA (LEGAL)	CURRICULUM DESIGN: BASIC INSTRUCTIONAL PROGRAM
EF (LEGAL)	INSTRUCTIONAL RESOURCES
EI (LEGAL)	ACADEMIC ACHIEVEMENT

INTRODUCTION

Artificial Intelligence, specifically Generative AI (Gen AI), is a technology tool that can be trained to think and learn like humans. It has the potential to augment teaching and learning by streamlining administrative tasks, calculating data, running simulations, and refining project development as a thought partner. The capabilities of these technologies also necessitate careful guidance to ensure responsible and equitable usage. Fort Bend ISD (FBISD) recognizes the importance of establishing clear guidelines and best practices around Gen AI integration in the educational setting.

The primary goal of the guidelines is to inform students, staff, and stakeholders of the responsible and ethical use of Gen AI and its use with other technology tools. Although Gen AI may be able to create, revise, or complete tasks quickly, the amplification of learning is the primary outcome.

The structure of this document outlines recommended strategies and practices for staff and students to engage with Gen AI tools in an ethical, safe, and learner-centric manner. Its purpose is to provide stakeholders across the district - students, families, teachers, administrators, and staff - with a shared vision and framework for Gen AI use in the educational setting to augment teaching and learning.

FBISD seeks to harness the benefits of this technology to enhance teaching and learning experiences.

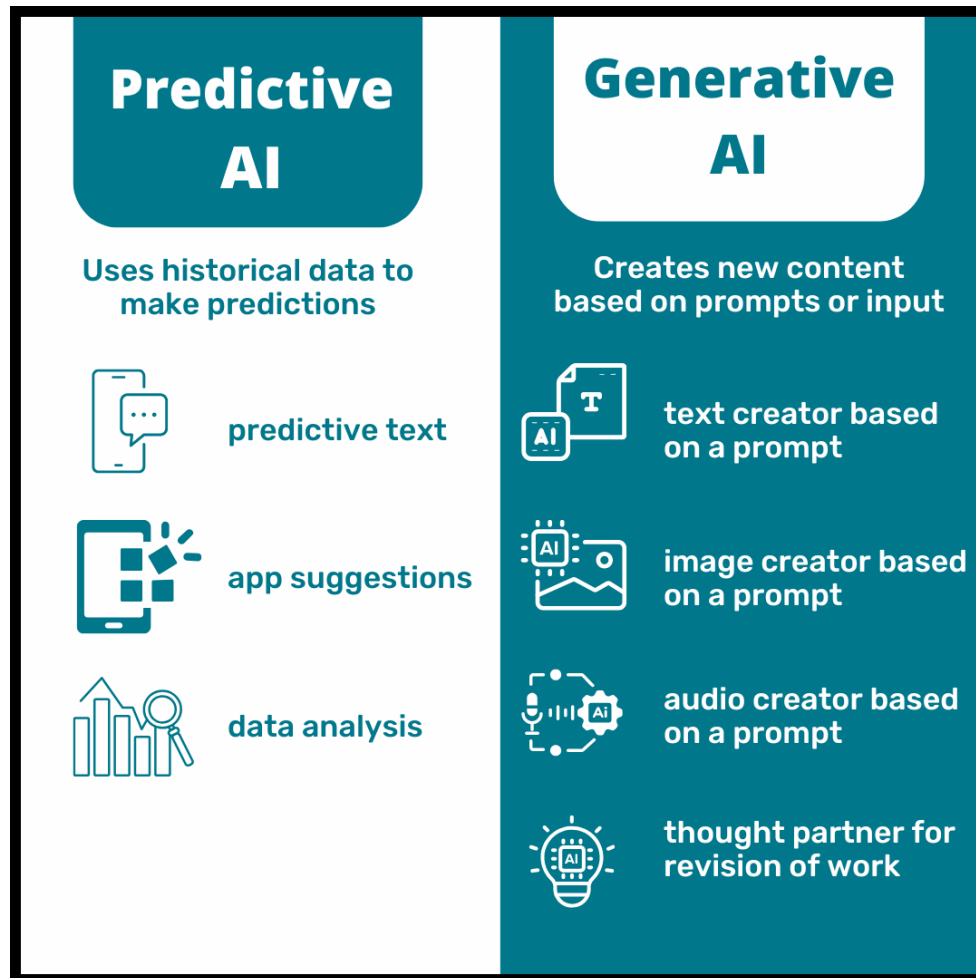
The *FBISD AI Handbook* was informed by the following sources:

- Fort Bend ISD AI Task Force from the following areas:
 - Teaching & Learning Division
 - Informational Technology
 - Student Affairs
 - Department of School Leadership
 - Campus Administration
 - FBISD Community Experts in the Field
- United States Office of Educational Technology
- International Society for Technology Education (ISTE)
- Commonsense.org
- Ed Week Journal
- Teach AI Toolkit
- Advance.uky.edu

The *FBISD AI Handbook* will continue to evolve as Gen AI technologies and capabilities change.

WHAT IS ARTIFICIAL INTELLIGENCE?

Artificial Intelligence (AI) is a broad branch of computer science with the goal of developing machines that mimic human thought, such as understanding language, recognizing patterns, or making decisions. This rapidly evolving technology is already a part of our everyday lives in and out of the educational setting. The two main types of AI used in education can be characterized as **Predictive** and **Generative**.



WHAT IS GENERATIVE ARTIFICIAL INTELLIGENCE?

Gen AI is a relatively new technology tool in education, potentially offering numerous opportunities for enhancing learning experiences and improving administrative processes. However, its use comes with significant responsibilities to ensure it is used ethically, safely, and in compliance with relevant federal and state laws, as well as district policies and guidelines.

Text Generation:

- ✓ Creates and/or refines written content (e.g. Chat GPT, CoPilot), such as articles, stories, and code; can produce dynamic search results from queries

Multimedia Generation:

- ✓ Image generation – creates images from text descriptions or from other images (e.g. Adobe Express, Canva)
- ✓ Audio generation – produces music or speech from input
- ✓ Video generation – produces video content from text or other videos

Glossary of Terms

The following terms are used throughout the handbook and have been defined for clarity:

Gen AI: A technology tool designed to emulate human thinking and learning. It has the potential to enhance teaching and learning by streamlining administrative tasks, analyzing data, running simulations, and assisting in project development as a thought partner.

Staff: Any FBISD employee who is not directly responsible for instructing students in an educational setting.

Teacher: Any FBISD employee who is directly responsible for instructing students in an educational setting.

FORT BEND ISD GUIDING PRINCIPLES FOR GENERATIVE AI

The following principles guide the appropriate and safe use of Gen AI to support educational goals while maintaining staff and student agency, academic integrity, and security.

In Fort Bend ISD, we believe...

- **in human originality of thought.**

Gen AI should not be used to replace independent, original thought. It is a tool, when used appropriately and safely, that can enhance thought. Humans should take part in the creation process: such as planning, drafting, revising, and editing a published work, using the engineering design process, engaging in mathematics, participating in scientific investigations, studying the social sciences, arts, or any product, performance, or process.

- **Gen AI, when used appropriately and safely, can assist teachers in helping all students achieve their educational goals.**

Gen AI can be used by teachers to improve student learning and increase Professional Learning Communities' (PLCs) effectiveness, and by other staff to improve district products and processes. The goal is to help staff understand how Gen AI can be used as a thought partner in supporting content development aligned to the standards and curriculum. Gen AI tools should be evaluated for biases and ethical concerns, ensuring they effectively serve our diverse educational community.

- **that students should be prepared to encounter and engage with Gen AI in their education and future roles in College, Career, and Military Readiness (CCMR).**

The use of Gen AI should not replace student thinking, instead it should increase the critical thinking of students and learners as they deal with the variety of information that Gen AI can produce. Students can utilize Gen AI tools in ways that encourage human thought and ethically produce original student work.

- **staff and students should be educated on the proper use of Gen AI, including limitations and risks.**

AI literacy is essential to addressing the risks of using AI while also teaching critical skills for appropriate use. We support staff and students in the exploration of AI resources, understanding the benefits of AI in education, but also the risks associated. Staff and students evaluate when to use AI tools, understand the potential for misinformation and biases, and understand the consequences for misuse.

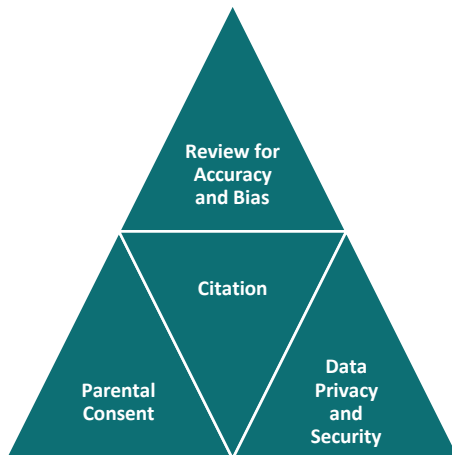
- **Gen AI can be used to advance academic integrity.**

Authenticity, integrity, originality, proper attribution, and citation are expectations for students and staff when utilizing any source, including AI. Staff and students should be truthful in giving credit to sources and tools and in presenting work that is genuinely their own for evaluation and feedback. We expect students to create authentic work.

- **in maintaining student and staff ownership and voice when using Gen AI tools.**

Gen AI tools should serve as a resource to enhance productivity or support students and staff in accomplishing their goals; however, staff and students should be "critical consumers" of AI output. People are responsible and accountable for decision-making processes, whereas AI systems should only inform decision-making.

BUILDING RESPONSIBLE USE OF GENERATIVE AI



This graphic outlines the mandatory standards that all FBISD stakeholders—including students, teachers, and staff—are expected to follow when using generative AI platforms.

These standards are intended to protect privacy, combat inaccuracy and bias, uphold academic integrity, and maintain data security.

Parental Consent

FBISD has approved and acquired several AI applications (Appendix A) to support instructional planning, lesson development, and student engagement in the learning process. Only district-approved AI applications may be used for teacher use with students. Additionally, teachers must verify parental consent in Skyward before incorporating any technological resources into the learning environment, referencing the *Student/Parent Consent Checklist/Acknowledgement Form, Electronic Devices and Technological Resources*.

Review for Accuracy and Bias

Staff and students must review all information provided by Gen AI tools for bias and inaccuracies to protect against biased or unbalanced information.

Citation

When utilizing Gen AI as part of a product, consideration must be made for how to properly cite the use of AI within the product. As AI is a newer source of content, the citation process is still fluid but standard formats with the MLA and APA styles are widely acceptable practices from which to start. (see Appendix B)

Data Privacy & Security

While staff may choose to utilize any Gen AI tools they wish for their own planning and productivity purposes, it is essential to maintain rigorous privacy and security practices when using AI tools that involve student or staff data.

Ensuring the protection of staff and student's data is essential when working with generative AI tools. Users must take precautions to protect sensitive data and to ensure compliance with legal and ethical standards.

How to keep Your Data Safe

- Only district-approved AI tools that meet security and privacy standards and comply with **FERPA** (Family Educational Rights and Privacy Act) and **COPPA** (Children’s Online Privacy Protection Act) should be used in the classroom. (Appendix A)
- Personal data (names, addresses, student records, etc.) should not be shared with AI tools unless explicitly approved by the district.
- Avoid entering sensitive or personally identifiable information (PII) into AI tools.
- AI-generated content should be carefully reviewed before sharing to ensure it does not contain any confidential information.
- Log out of AI tools when not in use.
- Staff using non-district approved AI tools for their own use should carefully review the AI platform’s terms and conditions for data collection, retention, and sharing. Ensure that data is not stored or shared without consent.

INSTRUCTIONAL USE AND SUPPORT

Teachers are encouraged to use Gen AI to adapt and enhance their instruction while modeling responsible use and proper attribution. In addition, staff may choose to utilize any generative AI tools they wish for their own planning and productivity purposes. The use of Gen AI should not replace the curriculum, your professional expertise, nor your creativity but can be used to personalize, adapt, and accommodate assignments and lessons to meet the needs of all students.

Teachers should monitor student use of Gen AI to address any potential issues before they arise, including examining information and data. Teachers are encouraged to instruct students on the safe, effective use of Gen AI tools and model examples of best practices.

Misuse of AI would encompass replacing high quality instruction with AI-assisted student performance assessments, AI-created lessons, or other AI-created instructional materials without human oversight.

Examples of Instructional Use and Support

Proper Supervision	<ul style="list-style-type: none">• Monitor student use throughout the creation process. For example, students in high school English use Turnitin Draft Coach for feedback. Teachers should be conducting writing conferences where teachers engage in discussions with students. Part of the conference should be around the feedback Draft Coach provided and whether the feedback
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	<p>should be applied or discarded depending upon the student's purpose for writing.</p> <ul style="list-style-type: none"> Teachers should be actively walking around the classroom and monitoring student technology use. Students will share versions of prompts entered into AI tools during conferring.
Content Support	<ul style="list-style-type: none"> Generate ideas for learning experiences using specific prompts and standards. Ask for differentiation and personalization suggestions to meet the needs of all learners. Use as a thought partner to enhance continuous development in teaching techniques and methods to meet the needs of all students but not replace your professional expertise and creativity. Assess the quality, alignment, and ensure biases and inaccuracies are addressed in content supported by AI.
Resource Development:	<ul style="list-style-type: none"> Generate rubrics, checklists, and student exemplars, then revise in PLC to ensure alignment to grade level TEKS. Practice effective prompting techniques.
Assessment Design	<ul style="list-style-type: none"> Generate assessment questions by entering standards into a chat bot, then revising in a PLC to ensure rigor and alignment to grade level TEKS (Texas Essential Knowledge and Skills).
Resource Organization and Productivity	<ul style="list-style-type: none"> Ask a chat bot to break tasks down into smaller steps or organize information into categories for analysis. Ask a chat bot to summarize content of emails to save time and focus on main ideas communicated
Proper Attribution and Citation	<ul style="list-style-type: none"> Model properly citing sources and giving credit to original authors, including works generated by AI tools, and model practicing this with students.
Professional Learning	<ul style="list-style-type: none"> Enhance teacher professional development by offering personalized insights and tailored learning paths, leading to targeted support and personalized learning. AI professional learning misuse includes over-reliance, perpetuating biases, and eliminating human review.
Data Management/Student Privacy	<ul style="list-style-type: none"> Use AI tools that help manage and analyze educational data to improve teaching strategies, ensuring they comply with FERPA regulations. Maintain privacy regarding student data and personally identifiable information.
Ethical Implementation	<ul style="list-style-type: none"> Incorporate AI tools that encourage critical thinking and understanding of AI's impact on society. Be aware of results that contain biased or inaccurate content.

	<ul style="list-style-type: none"> • Avoid AI applications that could introduce bias into the educational process or unfairly disadvantage any student group, including the ones involving disabilities.
Accuracy, Credibility, and Transparency	<ul style="list-style-type: none"> • Verify for accuracy and examine for bias before use with students or stakeholders. • Disclose use of AI tools and be transparent about potential biases in AI systems. • Avoid utilizing AI produced material without verifying the information and checking for accuracy and bias. • Avoid presenting AI-produced material as teacher-produced material

GUIDELINES FOR STUDENTS

Students can . . .

- Take ownership of their learning by engaging in discussions and teacher lessons about AI
- Access and use district vetted and approved AI tools with parent/guardian consent

Students cannot . . .

- Access or use Gen AI tools that are not vetted and approved by the district for student use
- Access or use Gen AI tools without parent/guardian consent

Appropriate Use of Generative AI Tools	Inappropriate Use of Generative AI Tools
<ul style="list-style-type: none"> • Use Gen AI tools to enhance learning • Use Gen AI tools to support brainstorming • Use Gen AI tools to support feedback • Use multiple sources to validate Gen AI output or screen for biases. 	<ul style="list-style-type: none"> • Using Gen AI tools to replace authentic student work • Using Gen AI tools to create original work and claim as student work • Using Gen AI tools without citing usage • Using Gen AI tools without sourcing information for accuracy and biases.

Generative AI tools can be used for personalized learning experiences, language translation, and providing additional resources and support for academic content. AI tools are only

resources to support student thinking. They are not intended, nor reliable for creating original work without human interaction. Students should be aware of biases and limitations inherent with AI tools.

AI should not be used to complete assignments, exams, or any academic work intended to provide evidence of what the student is able to do on his/her own. Engaging in such actions may result in consequences related to **Academic Dishonesty**, as outlined in the *FBISD Student Code of Conduct, Grading and Reporting Handbook*, or district policy.

The following topics should guide students as they interact with Gen AI:

Ethical Considerations

- Use AI tools that promote ethical behavior, such as those that help understand biases and teach digital citizenship.
- Avoid AI tools that promote unethical behavior, such as those designed to deceive or manipulate others.

Accuracy, Credibility, and Transparency

- When AI tools are utilized, students independently validate the output against other sources. Students investigate the links provided by AI for validity and bias. Students are accountable for information acquired from AI tools and maintain documentation and appropriate sourcing of information. When AI tools are used, students disclose their use and are transparent about potential biases in AI systems.
- Avoid misattribution of AI-created material to other sources. Avoid accepting information from AI without investigating its accuracy. Content created with AI should not be presented as a student's original work. Engaging in such actions may result in consequences related to **Academic Dishonesty**, as outlined in the *FBISD Student Code of Conduct, Grading and Reporting Handbook*, or district policy.

RESPONSE TO MISUSE FOR ALL STAKEHOLDERS

To fully respond to the misuse of Gen AI, appropriate use must be defined and taught. Fort Bend ISD will take measures to correct and educate before implementing consequences for unintentional harm. Students or staff who engage in harmful intent will have consequences aligned with the violation, per the *Student Code of Conduct, Grading and Reporting Handbook* or *Employee Handbook*.

Teachers must monitor the use of Gen AI in the classroom to prevent inappropriate student use. In addition, all students, staff, and stakeholders are prohibited from inputting

inappropriate terms/prompts related to sexual content, violence, bullying, or other explicit materials. The proper use of Gen AI falls within both the *Student Code of Conduct* and the *Employee Handbook* in terms of violations and misconduct with use of digital equipment and the internet.

Teachers and staff are required to maintain data privacy, protect personally identifiable student information, and follow all district technology policies regarding student information.

Teachers, staff, and students creating Gen AI content and claiming it as their own without proper citation may result in additional training related to copyright and plagiarism, including proper acknowledgement or citation. Students engaging in such actions may result in consequences related to **Academic Dishonesty**, as outlined in the *FBISD Student Code of Conduct, Grading and Reporting Handbook*, or district policy.

Replacing high quality instruction with Gen AI-assisted student assessments, Gen AI-created lessons, other Gen AI-created instructional materials, or assess students without human oversight and critical analysis is a misuse of Gen AI and may require participation in additional training around instructional preparation and district curriculum.

Appendix A

Fort Bend ISD Approved Gen AI Instructional Resources

FBISD Approved Gen AI Application	Audience	Description
Adobe Express	Teachers, Students	Includes features for automatic background removal, text effects, content resizing, and design recommendations. They streamline the creation of graphics, videos, and documents by providing intelligent suggestions and automation.
Canva (AI Tools)	Teachers, Students* *Features vary per grade level	Simplify design with features like Magic Resize, background remover, and AI-generated text and images.
Microsoft Copilot* and Copilot Chat**	Teachers, Students *web-browser only for students ** 13 years old or over	Integrated into Microsoft 365 applications that helps users enhance productivity by generating content, summarizing data, and providing intelligent recommendations. It streamlines tasks within tools like Word, Excel, and Outlook.
Google Gemini*	Teachers, Students * web-browser only for students	An AI model that can understand and interact with various types of data, making it a tool for a wide range of applications.
Schoology PowerBuddy Tools (coming soon)	Teachers	AI-powered tools integrated into Schoology, designed to assist educators with enhancing the teaching and learning experience for students.
TurnItIn Draft Coach	High School Students	Writing assistant that helps students improve their writing by providing real-time feedback on grammar, citations, and originality within Microsoft Word. It guides students through the writing process, promoting academic integrity and enhancing writing skills.

Appendix B

How to Cite Artificial Intelligence Generated Content (from the LibGuide on Purdue University's website) <https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>

APA

Guideline: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

APA format: Author. (Date). *Title* (Month Day version) [Additional Descriptions]. Source

Author: The author of the model.

Date: The year of the version.

Title: The name of the model. The version number is included after the title in parentheses.

Bracketed text: References for additional descriptions

Source: When the publisher and author names are identical, omit the publisher's name in the source element of the reference and proceed directly to the URL.

APA reference entry: OpenAI. (2023). *ChatGPT* (Feb 13 version) [Large language model].
<https://chat.openai.com>

APA in-text citation: (OpenAI, 2023)

Example 1 from APA Guideline

When prompted with "Is the left-brain right-brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is an oversimplification and a popular myth" (OpenAI, 2023).

Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].
<https://chat.openai.com/chat>

Example 2 from APA Guideline

When given a follow-up prompt of "What is a more accurate representation?" the ChatGPT-generated text indicated that "different brain regions work together to support various cognitive processes" and "the functional specialization of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).

Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].
<https://chat.openai.com/chat>

MLA

Guideline: <https://style.mla.org/citing-generative-ai/>

According to MLA you should:

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
- take care to vet the secondary sources it cites (see example 5 below for more details)

Using the MLA Template

Author

We do not recommend treating the AI tool as an author. This recommendation follows the policies developed by various publishers, including the MLA's journal *PMLA*.

Title of Source

Describe what was generated by the AI tool. This may involve including information about the prompt in the Title of Source element if you have not done so in the text.

Title of Container

Use the Title of Container element to name the AI tool (e.g., *ChatGPT*).

Version

Name the version of the AI tool as specifically as possible. For example, the examples in this post were developed using *ChatGPT* 3.5, which assigns a specific date to the version, so the Version element shows this version date.

Publisher

Name the company that made the tool.

Date

Give the date the content was generated.

Location

Give the general URL for the tool.¹

Examples:

MLA format: "Text of prompt" prompt. *ChatGPT*, Day Month version, OpenAI, Day Month Year, chat.openai.com.

MLA Works Cited entry: "Explain antibiotics" prompt. *ChatGPT*, 13 Feb. version, OpenAI, 16 Feb. 2023, chat.openai.com.

MLA in-text citation: ("Explain antibiotics")

Chicago

Recommendations on how to cite AI-generated content

Example:

Chicago style recommends citing ChatGPT in a Chicago footnote

1. Text generated by ChatGPT, March 31, 2023, OpenAI, <https://chat.openai.com>.