

BOARD POLICY IFBI: INSTRUCTIONAL USE OF ARTIFICIAL INTELLIGENCE (AI)

Policy Title: Human-Centered and Responsible Use of Artificial Intelligence in Teaching and Learning

1. Purpose and Guiding Principles

Atlanta Public Schools (APS) recognizes that artificial intelligence (AI) presents both educational opportunities and significant educational, ethical, privacy, safety, and developmental considerations.

The District's responsibility is not to promote the use of artificial intelligence for its own sake, but to ensure that any use of AI advances student learning while protecting human agency, professional judgment, student privacy, academic integrity, creativity, and the essential relationships between students and educators.

APS prioritizes the development of human knowledge, creativity, critical thinking, communication, problem-solving, and interpersonal relationships. Students must have regular and meaningful opportunities to read, write, calculate, create, communicate, reason, and demonstrate understanding independently of generative artificial intelligence.

AI shall not be used when its use would substitute for the cognitive work, human interaction, professional judgment, or authentic demonstration of learning necessary to accomplish an instructional objective.

AI may support teaching and learning, but it shall not replace educators, student thinking, or meaningful human relationships.

2. Definitions

Artificial Intelligence (AI): Computer-based systems capable of performing tasks that traditionally require human intelligence, including language processing, content generation, predictive analysis, pattern recognition, and automated decision support.

Generative Artificial Intelligence: AI systems capable of generating new content, including text, images, audio, video, code, or other outputs in response to user prompts or other inputs.

AI Chatbot: An AI-enabled system designed to engage users through conversational text, voice, or other forms of communication.

Approved AI Tool: An AI application that has been reviewed and authorized by APS through appropriate instructional, privacy, security, accessibility, and data-governance processes.

Personally Identifiable Information (PII): Information that identifies or can reasonably be used to identify an individual student or employee, consistent with applicable federal and state law.

Human Authority: The principle that AI may provide information or assistance but shall not replace human professional judgment, decision-making, accountability, or relationships in the education of students.

3. Protection of Human Teaching and Professional Judgment

Certified educators are essential to the educational mission of Atlanta Public Schools.

Artificial intelligence shall not be designated, described, or utilized by APS as a teacher, co-teacher, substitute teacher, or replacement for a certified educator.

AI may serve as a supplemental instructional or professional tool under the direction and supervision of qualified APS personnel, but shall not assume the professional responsibilities, instructional authority, judgment, or relational role of an educator.

Nothing in this policy shall be interpreted to authorize APS to reduce, eliminate, or replace certified educator positions through the use of artificial intelligence.

Final instructional, evaluative, disciplinary, and other consequential educational decisions shall remain under human authority.

4. Educator Use of Artificial Intelligence

Educators may use district-approved AI tools to assist with professional responsibilities when such use supports, rather than replaces, professional expertise and judgment.

Appropriate professional uses may include:

- Assisting with lesson and unit planning;
- Generating ideas for instructional activities;
- Developing possible examples, questions, or instructional resources;
- Assisting with differentiation and accessibility;
- Supporting translation and communication;
- Exploring instructional strategies;
- Supporting administrative and professional productivity; and
- Other uses approved by the District that are consistent with this policy.

Educators remain responsible for the accuracy, quality, appropriateness, standards alignment, accessibility, instructional value, and potential bias of materials they provide to students, regardless of whether AI assisted in their creation.

AI-generated information shall not be treated as an authoritative reference source without appropriate verification.

Educators shall not enter confidential, protected, or personally identifiable student information into an AI system unless the system and the specific use of that information have been approved by APS.

Nothing in this policy shall require an educator to use artificial intelligence in instructional practice when the educator can otherwise meet applicable curricular, instructional, professional, and accessibility requirements. An educator shall not be penalized solely for choosing not to use AI.

5. Student Use of Generative Artificial Intelligence

Student learning and independent thinking shall remain the default in APS classrooms.

Students shall not use generative AI, large language models, AI chatbots, or similar systems to complete assignments, generate work submitted as their own, or substitute for the reading, writing, calculation, reasoning, research, creativity, or problem-solving required by an assignment unless the educator has expressly authorized a specific AI use for a defined instructional purpose consistent with District guidelines.

Authorized student use shall be:

- Developmentally and age appropriate;
- Connected to a clearly identified instructional objective;
- Conducted using district-approved tools;
- Subject to educator direction and supervision; and
- Consistent with academic integrity, privacy, and data-security requirements.

APS may provide intentional instruction about artificial intelligence, including prompt engineering, computer science applications, responsible AI use, and examination of AI-generated content.

Teaching students about AI does not require permitting AI to perform the intellectual work students are expected to learn to perform themselves.

Clear AI Expectations for Assignments

APS shall establish clear, consistent expectations for student AI use. District guidance should provide common designations that educators may apply to assignments, such as AI Prohibited, AI Limited, and AI Authorized, so that students and families can readily understand when and how AI may be used.

Students shall not use generative AI during quizzes, examinations, or other graded assessments unless the assessment expressly requires or evaluates the use of artificial intelligence for a defined instructional purpose.

When AI use has been expressly authorized as part of an assignment or learning activity, an educator may require a student to independently demonstrate mastery through an oral explanation, discussion, handwritten response, in-person performance, or other reasonable non-AI demonstration of understanding.

Student Due Process and AI Detection

No student shall receive an academic penalty, disciplinary consequence, or finding of academic dishonesty solely because an automated AI-detection tool, plagiarism detector, or similar technology indicates that AI may have been used.

Before imposing an academic or disciplinary consequence for suspected unauthorized AI use, APS personnel shall conduct a human review of the available evidence and provide the student a meaningful opportunity to explain or demonstrate authorship and understanding. Relevant evidence may include drafts, version history when available, source materials, prior student work, oral explanation, or other appropriate evidence.

Students shall have access to applicable review or appeal procedures for academic or disciplinary consequences arising from allegations of unauthorized AI use.

6. AI Literacy and Digital Citizenship

APS shall prepare students to understand both the capabilities and limitations of artificial intelligence.

Age-appropriate AI literacy may include:

- How generative AI and large language models function;
- Effective and responsible prompting;
- Verification of AI-generated claims;
- Hallucinations and inaccurate information;
- Source evaluation and citation;
- Algorithmic bias;
- Misinformation and disinformation;
- Deepfakes and manipulated media;
- Privacy and data collection;
- Intellectual property and authorship;
- Cognitive offloading and overreliance on AI;
- Risks associated with emotional dependence on AI chatbots;
- AI-enabled scams and manipulation;
- Inappropriate or harmful generation or alteration of images, audio, or video; and
- Environmental and resource impacts associated with the development and operation of AI systems;
- Circumstances in which AI should not be used.

AI literacy shall emphasize that the ability to use AI effectively includes the ability to determine when not to use it.

7. Human Evaluation of Student Learning

Artificial intelligence shall not independently assign, determine, recommend, or materially influence a student's grade or final evaluation of academic performance.

AI shall not independently make or recommend consequential decisions regarding promotion, retention, discipline, special education eligibility or services, placement, graduation, or other significant educational determinations.

Educators may use approved AI tools to assist in developing assessment questions, rubrics, exemplars, or other assessment resources, provided that educators review and exercise professional judgment over the resulting materials.

Evaluation of individual student work and final determinations regarding student mastery and performance shall remain the responsibility of appropriately qualified APS personnel.

8. AI-Assisted Assessment and Screening

When an AI system, chatbot, automated conversational system, or other AI-enabled technology is available for use in student assessment, screening, diagnostic activities, or evaluation, a paper-based or other non-AI method shall be the default method of administration whenever a reasonable non-AI alternative exists.

Participation in an AI-enabled assessment or screening method shall require affirmative parent or guardian consent for minor students.

The availability of an AI-enabled option shall not eliminate or materially disadvantage access to a paper-based or other appropriate non-AI alternative.

No student shall receive a penalty, reduced educational opportunity, delayed service, or adverse consequence because a parent or guardian declines participation in an AI-enabled assessment or screening method.

Information generated through an authorized AI-enabled assessment or screening shall be supplemental and subject to review and professional judgment by appropriately qualified APS personnel.

9. Parent Notice, Disclosure, and Consent

APS shall provide clear notice to parents or guardians before a student is required or permitted to interact with an AI chatbot or other AI-enabled system that collects, records, processes, analyzes, shares, or retains a student's:

- Voice or audio recording;
- Image, video, or likeness;
- Personally identifiable information;
- Student work or communications associated with an identifiable student;
- Behavioral information;
- Conversations or interactions with an AI chatbot; or
- Other identifiable student data.

When such use involves direct student interaction with an AI chatbot or the collection, recording, processing, analysis, sharing, or retention of identifiable student information, affirmative parent or guardian consent shall be obtained prior to student participation, except where otherwise required by law.

Notice shall identify, at minimum:

- The AI tool and vendor;
- The educational purpose for its use;
- The categories of information collected or processed;
- How information will be used;
- How and for how long information will be retained;
- Whether information will be shared with third parties;
- Whether student information may be used to train, develop, or improve an AI model; and
- Any available non-AI alternative.

A student's access to instruction, programs, services, or educational opportunities shall not be adversely affected because a parent or guardian declines consent to an optional AI-enabled tool.

10. Data Privacy, Security, Safety, and Vendor Requirements

AI tools used by APS shall comply with applicable federal and state privacy laws, including FERPA and COPPA, as applicable, and all APS data-governance and information-security requirements.

Student data shall not be disclosed to a third-party AI provider except as authorized by law, District policy, and applicable APS data-governance requirements.

Before approving student-facing AI technology, APS shall evaluate, as appropriate:

- Data collection and retention practices;
- Security protections;
- Vendor access to student information;
- Use of student information for model training or product development;

- Algorithmic bias;
- Accessibility;
- Linguistic diversity;
- Age appropriateness;
- Potential for harmful or inappropriate content;
- Accuracy and reliability; and
- Other reasonably foreseeable risks to students.

APS shall not use AI to infer, profile, rank, or categorize students based on protected characteristics, beliefs, values, appearance, emotional state, personality, or other sensitive personal characteristics, except where expressly authorized by law and necessary to provide an educational service.

AI shall not be used as a substitute for a school counselor, psychologist, social worker, mental-health professional, or other qualified adult providing emotional, behavioral, or crisis support to a student. Student-facing AI tools shall not be represented to students or families as replacements for human counseling, mental-health care, or trusted adult support.

11. Transparency and Public Accountability

APS shall maintain a publicly accessible inventory of District-approved AI systems that interact directly with students or process identifiable student information.

To the extent permitted by law and consistent with security requirements, the inventory should identify:

- The AI tool and vendor;
- Its educational or operational purpose;
- The students, grade levels, or personnel for whom it is approved;
- Whether students interact directly with the system;
- The categories of student information collected or processed;
- Applicable data-retention practices;
- Whether student information may be used to train or improve AI models; and
- The APS office responsible for oversight.

APS shall provide families with accessible information regarding the District's use of student-facing artificial intelligence and significant changes in such use.

12. Accessibility and Equity

AI shall increase, not diminish, access to high-quality educational opportunities.

APS shall consider the needs of multilingual learners, students with disabilities, and students with varied learning needs when evaluating AI technologies.

Nothing in this policy shall limit a student's right to assistive technology, accommodations, modifications, or services required under applicable law.

AI shall not be used in a manner that creates avoidable barriers to instruction or disproportionately disadvantages students based on disability, language, race, ethnicity, socioeconomic status, or other protected characteristics.

13. Professional Learning

APS shall provide ongoing professional learning for educators and relevant staff regarding:

- Appropriate instructional and professional uses of AI;
- Limitations and risks of AI-generated information;
- Verification and hallucinations;
- Academic integrity;
- Student data privacy and security;
- Algorithmic bias;
- Developmentally appropriate AI use;
- Appropriate educator review and professional responsibility; and
- Requirements of this policy.

Professional learning shall reinforce that AI is a supplemental professional tool and does not replace educator expertise or accountability.

14. Governance, Implementation, and Review

APS shall establish an appropriate multidisciplinary process for reviewing and approving AI technologies prior to student-facing implementation.

The review process shall include appropriate expertise in teaching and learning, instructional technology, data governance, privacy, security, accessibility, and student support.

The review and governance process shall include meaningful representation from classroom educators, students, parents or guardians, and appropriate District personnel. APS shall provide regular opportunities for these groups to offer feedback regarding student-facing AI tools, implementation practices, and emerging concerns.

The Superintendent or designee shall establish administrative regulations necessary to implement this policy, including procedures governing approved tools, parent notice and consent, student use, educator use, assessment and screening, data governance, and academic integrity.

The Superintendent or designee shall provide the Board with an annual public report regarding significant AI adoption and use within APS, including, as appropriate, instructional impact,

student and educator use, privacy and security, equity and accessibility, professional learning, and recommendations for future action.

This policy shall be reviewed at least annually in recognition of the rapid development of artificial intelligence technology, emerging research, and changes in applicable law.

15. Cross References

- Board Policy IFBGA – Internet/Technology Acceptable Use
- Board Policy JCDA – Student Conduct
- APS Digital Citizenship Curriculum
- Academic Integrity requirements
- Employee Code of Ethics
- Student Handbook
- Teacher Handbook
- Records Retention requirements
- Applicable federal and state student privacy laws, including FERPA and COPPA