



KENTWOOD
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District*

Artificial Intelligence Guide





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Artificial Intelligence Guide

Purpose & Scope of This Guide

The integration of Artificial Intelligence (AI) into teaching and learning represents both a challenge and an opportunity for educators. This guidance document from Kentwood Public Schools (KPS) provides a foundational framework for the ethical, equitable, and effective use of AI in K-12 education. Grounded in our district's Strategic Plan and informed by teacher feedback, national research, and partner district examples, this resource supports educators in navigating the complexities of AI implementation.

Sections of this guidance are as follows:

- **AI Vision:** A shared vision for AI integration aligned with Kentwood's strategic plan and values.
- **What Is AI & Why It Matters:** An overview of how AI works, its impact on education, and why we must engage with it.
- **Benefits and Considerations:** A balanced look at how AI can enhance teaching and learning, along with key risks to consider.
- **Security, Privacy & Safety:** Guidance on protecting student data, complying with privacy laws.
- **Age-Appropriate Use:** Developmentally aligned guidance for AI use across grade spans and subject areas.
- **Academic Integrity & Responsible Use:** Clear expectations for student use, citation, and steps for addressing potential misuse.

This guide is not a static policy, but a living framework that will evolve alongside AI capabilities, classroom practices, and teacher needs. KPS is committed to supporting educators with professional learning, vetted tools, and collaborative guidance as we continue to prepare students for success in a world shaped by both human and artificial intelligence.

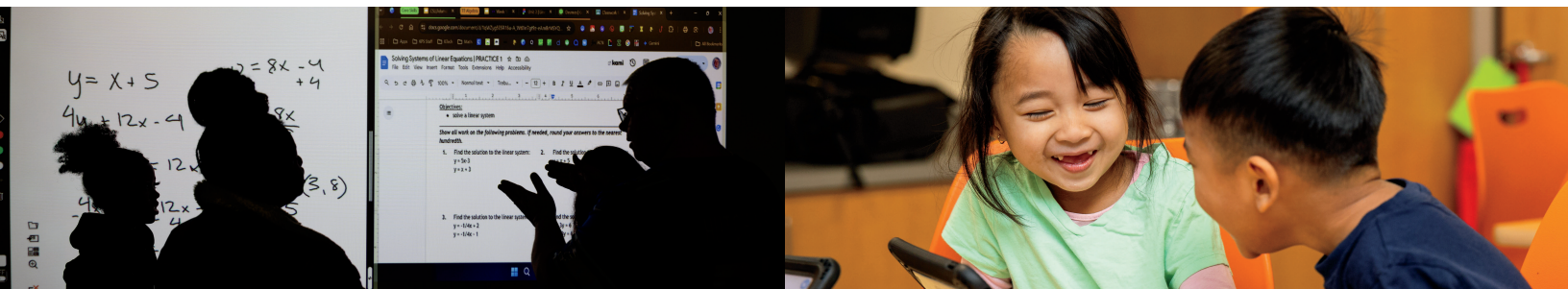


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Kentwood Public Schools AI Vision

At Kentwood Public Schools, we believe artificial intelligence can empower learners and educators in a rapidly evolving world. Grounded in our commitment to excellence, equity, and innovation, we see AI as a tool to spark curiosity, foster creativity, deepen critical thinking, and support personalized, meaningful learning. By expanding access and opportunities, and by supporting educators as leaders in this work, we aim to integrate AI in ways that are ethical, inclusive, and aligned with our district’s vision.



What is AI and Why It Matters for Schools

Artificial Intelligence (AI) refers to computer systems designed to perform tasks that typically require human intelligence—such as recognizing patterns, understanding language, learning from data, and generating content.

Generative AI tools, such as ChatGPT or Google Gemini, create new content—like writing samples, lesson ideas, quiz questions, or computer code—based on prompts from users. These tools are trained on vast amounts of data from the internet, including websites, books, and articles. They do not “understand” like humans, but instead predict the most likely response based on patterns in language. For example, when a fifth grade student types, “Write a paragraph about photosynthesis,” the AI draws on its training data to generate a plausible answer. However, because AI doesn’t verify facts, it can sometimes produce false information—known as hallucinations.

As AI rapidly reshapes the workplace, schools have a critical role in preparing students for this shift. According to Microsoft’s 2024 Work Trend Index, 66 percent of business leaders say they wouldn’t hire someone without AI skills, and 71 percent would prefer hiring a less experienced candidate with AI fluency over a more experienced one without it. These trends highlight the importance of helping students use AI responsibly while also strengthening the human skills—like critical thinking, collaboration, and empathy—that remain essential in an AI-powered world.

AI should be viewed not as a replacement for human thinking, but as a tool—and, as Ethan Mollick describes, a “co-intelligence”—that enhances human judgment and creativity. AI can amplify what educators do best: ask meaningful questions, guide student inquiry, and personalize learning. Teachers remain central to learning, with AI serving to support—not substitute—the critical thinking, relationships, and professional expertise that define quality instruction.

AI Benefits and Considerations

Artificial Intelligence offers both promise and complexity in K–12 education. When used with intentionality, AI can enhance creativity, personalize learning, and support instructional efficiency. At the same time, it introduces new challenges related to equity, academic integrity, and student well-being.

The tables below outlines key benefits and considerations of AI use for both students and educators.

Student Benefits: How AI Can Support Student Learning

Fosters Creativity & Expression

AI can inspire student creativity by generating ideas, offering multimedia tools, and encouraging experimentation through feedback and revision.

Enhances Communication & Collaboration

AI can support students in organizing their ideas, considering different viewpoints, and generating starting points for discussion or writing.

Supports Personalized & Inclusive Learning

AI can adapt to individual student needs by offering tailored learning paths and accommodations such as language translation or text-to-speech. It can also boost engagement through “gamified” experiences that incorporate points, levels, or challenges aligned to students’ interests.

Develops Future-Ready & Critical Thinking Skills

AI can help students learn to evaluate information, question outputs, and recognize bias. At the same time, it can build real-world experience with emerging technologies, preparing them for future learning and careers.

Expands Access to Academic Support

AI can provide students with on-demand help for studying, research, and skill-building—offering support that was once limited to those with access to tutors, libraries, or outside resources.

Considerations for Responsible Student Use

Academic Integrity

Improper use—such as submitting AI-generated work as their own—can undermine the learning process and academic integrity.

Potential for Misinformation & Bias

AI can sometimes provide incorrect or biased information—known as hallucinations—based on gaps or flaws in the training data. This may lead to misunderstandings or negative stereotypes.

Reduced Human Connection

Heavy reliance on AI may reduce meaningful interaction with peers and teachers—critical for empathy and collaboration. AI should support, not replace, human relationships in the learning process.

Lack of Original Thought

Over reliance on AI can lead students to accept outputs without questioning accuracy or logic, weakening critical thinking, limiting problem-solving, and reducing independent judgment.

Equity & Access Challenges

Not all students have equal access to AI tools or internet connectivity at home. Assignments involving AI must be inclusive, ensuring school-supported tools are made available to all.

Teacher Benefits: How Can AI Enhance Teacher Practice

Instructional Planning

AI can assist teachers in developing lesson plans, classroom activities, and assignments by generating outlines, prompts, and scaffolds aligned to learning goals.

Assessment Design & Feedback

AI can support teachers in creating assessments and rubric-based feedback efficiently.

Efficiencies in Routine Tasks

AI can automate time-consuming tasks like drafting emails, responding to common questions, or summarizing texts. By streamlining these routines, teachers can spend more time on relationships, classroom interactions, and individualized support.

Continuous Professional Development

AI can recommend relevant strategies, curate professional learning resources, simulate real-life teaching scenarios, and support cross-disciplinary collaboration based on teacher goals and classroom needs.

Considerations for Effective Teacher Use

Content Misalignment & Reduced Intentionality

AI-generated lesson plans, assessments, or feedback may be too generic or misaligned with instructional goals and student needs. Overuse can reduce intentional planning and the quality of learning experiences.

Reduced Human Agency

When teachers rely too heavily on AI for tasks like lesson planning or grading, there is a risk of diminishing professional judgment. Additionally, if students perceive AI as more authoritative than their teacher, it can undermine teacher credibility.

Relationship & Communication Risks

Automating too many communication tasks with AI may remove the personal touch that supports trust, rapport, and student engagement.

Evolving Training Needs

Ongoing professional development is required to stay current with AI tools, understand how to integrate them responsibly, and guide student use ethically and effectively.

Security, Privacy & Safety

To protect privacy and ensure compliance with data protection laws, teachers should never share personal or student information with AI tools. As with any resource, usage of AI tools must be in compliance with the Family Educational Rights and Privacy Act (FERPA) and Children’s Online Privacy Protection Act (COPPA). As a starting point, Kent ISD has compiled a list of privacy and safety checks for specific AI tools. (See References)

Age Appropriate Use of AI

This section helps teachers align AI use with students’ developmental readiness. Guidance is organized by grade span and subject to ensure AI is introduced in age-appropriate, instructionally relevant ways.

Grades	Instructional Focus	Description
K-2	Awareness & Observation AI is not a person	Use teacher-led activities to help students understand that AI is not a person and doesn’t have feelings. All AI use fully supervised.
3-5	Guided Use & Ethical Awareness Teacher-curated content	Help students notice where AI shows up in daily life. Explain how AI makes decisions and why fairness, privacy, and safety matter. Use AI only in structured, teacher-directed ways.
6-8	Interactive Use & Critical Thinking AI as a learning tool	Allow students to use AI to brainstorm or organize their ideas. Teach students to check for accuracy, bias, and be honest and transparent on how AI was used in their work.
9-12	Independent Use & Responsible Evaluation AI as a co-pilot	Support thoughtful, independent use of AI to enhance learning. Emphasize academic integrity, responsible use, and help students connect AI to college, careers, and civic life.

Here are some examples of how AI tools could be used across grade levels and content areas.

Subject	Grade Band	Examples of Use
English Language Arts	Elementary	Generate character profiles based on texts and lead whole-class discussions by role-playing interviews with those characters.
	Middle	Generate narrative perspectives from multiple characters and guide students in comparing different points of view.
	High	Offer immediate feedback on essays or written work to help students revise.

Mathematics	Elementary	Create custom word problems tailored to current mathematics concepts and students' personal interests.
	Middle	Provide personalized math practice and explanations that adjust to each student's skill level.
	High	Support student inquiry into advanced concepts by responding to practice questions and real-world scenarios.
Science	Elementary	Help students write descriptions of animals' traits and generate visuals for class posters.
	Middle	Support virtual lab investigations where students form hypotheses, test outcomes, and analyze results.
	High	Accelerate research by helping students collect, organize, and interpret scientific data.
Social Studies	Elementary	Facilitate teacher-led simulations where students respond to AI-generated civic scenarios or community challenges.
	Middle	Generate visual representations of students' cultural heritage for use in multimedia projects.
	High	Use AI to explore differing perspectives on current events, supporting students as they synthesize and present information.

Academic Integrity & Responsible Use

Recognizing that academic dishonesty is more nuanced in the age of generative AI, this section outlines how teachers and students can approach AI use transparently, ethically, and responsibly.

When Can I Use AI in Class?

Teachers should introduce assignments with clear expectations about how and whether AI tools may be used. The following usage levels offer a shared language for setting boundaries:



Level	Usage	Description	Disclosure Requirements
Level 0: Prohibited	None	No AI use allowed.	None required.
Level 1: Limited	Idea Starter	AI may be used for brainstorming and idea generation in early stages only.	Statement explaining how AI was used + chat transcript <i>(if requested)</i> .
Level 2: Supportive	Editor	AI may be used to clarify, improve, or reword student-created work.	Statement explaining how AI was used + chat transcript <i>(if requested)</i> .
Level 3: Targeted	Task Assistant	AI may complete specific elements of the task as directed by the teacher.	Citation of AI content + chat transcript <i>(if requested)</i> .
Level 4: Integrated	Partner	AI can be used throughout the assignment as a "co-pilot."	Citation of AI content + chat transcript <i>(if requested)</i> .

STUDENT AI TOOL USE AGREEMENT

Name: _____ Today's Date: _____

Kentwood Public Schools is committed to innovation, equity, and student success. As AI becomes a part of learning, this agreement outlines expectations for its responsible and ethical use.

By signing below, I agree to the following:

- I will only use AI tools when my teacher says it's allowed.
- Using AI to do my work without permission is considered academic dishonesty.
- Using AI for studying, tutoring, or practice is allowed, as long as I do not submit AI work as my own.
- If I use AI for brainstorming or feedback, I will cite it and explain how it was used.
- I will not use AI to complete quizzes, tests, or assignments unless clearly permitted.
- I will use AI tools responsibly and only for school-appropriate, educational purposes.
- I understand that improper use can lead to discipline in accordance with KPS' school board policies.

Student Name: _____

Student Signature: _____

Course Name: _____

Teacher Name: _____

Teacher Signature: _____

Responding to Suspected AI Use or Plagiarism

When educators suspect that a student has used AI inappropriately, the response must be grounded in fairness, transparency, and student support. **AI detection tools must not be used to initiate or justify disciplinary action, as they are unreliable and prone to false positives.**

1. **Review the Work Thoughtfully:** Look for inconsistencies compared to the student's past work. Avoid assumptions based solely on writing style. Do not rely on AI detection tools.
2. **Refer to KPS School Board Policy:** Reference Kentwood Public Schools Board Policy 5500 and 7540.09 on academic honesty and Artificial Intelligence. Violations are considered academic dishonesty and may result in disciplinary action.
3. **Talk with the Student:** Hold a one-on-one conversation to understand how the work was completed. Ask for planning artifacts—notes, outlines, drafts, or writing timelines.
4. **Document and Communicate:** Keep notes from the conversation and collect any relevant materials. Notify parents or guardians as soon as possible and offer a chance to discuss the concern.
5. **Leverage it as a Teachable Moment:** When appropriate, treat the incident as an opportunity to reteach expectations around transparency, originality, and responsible AI use.

Conclusion

As Kentwood Public Schools begins this journey into the responsible use of Artificial Intelligence in education, we are guided by our commitment to innovation, equity, and student-centered learning. This document serves as a foundation for thoughtful AI integration that empowers both teachers and students—enhancing creativity, critical thinking, communication, and collaboration.

By aligning AI practices with developmentally appropriate expectations, instructional goals, and ethical safeguards, we ensure that this powerful technology remains a tool that supports—not replaces—human connection, professional expertise, and purposeful learning. Educators are encouraged to continue exploring, adapting, and reflecting on their use of AI, with the understanding that responsible innovation is a shared responsibility.

This is not the end of the conversation, but the beginning of an evolving framework. As tools develop and our collective understanding deepens, we will continue to revisit and refine this guidance to best serve our students, staff, and community.

Together, we will prepare learners for a future where human intelligence and artificial intelligence work hand in hand.



Appendix

Glossary of Key Terms

- **Academic Honesty Pledge:** A written affirmation students may be asked to sign, confirming that their work is original and complies with assignment and district expectations.
- **Academic Integrity:** The expectation that students complete original work and follow assignment guidelines. Unauthorized AI use is considered academic dishonesty under KPS Board Policy 5500.
- **AI Use Agreement:** A student-facing agreement outlining ethical and responsible AI use, including what is allowed, how to cite it, and consequences for misuse.
- **Artificial Intelligence:** Technology that enables computer systems to perform tasks that typically require human intelligence—such as recognizing patterns, processing language, or generating content.
- **Bias:** Skewed or unfair content produced by AI due to limitations in its training data.
- **Brainstorming:** The use of AI to generate initial ideas, examples, or creative starting points. Often permitted in early stages of work to support—but not replace—student thinking.
- **Co-Pilot:** A higher-level usage model (Level 4) where students use AI throughout an assignment with oversight, applying critical thinking and judgment.
- **Children’s Online Privacy Protection Act (COPPA):** A federal law that restricts the collection of personal information from children under 13.
- **Critical Thinking:** The ability to evaluate, question, and analyze information for accuracy, logic, and bias—especially important when using AI-generated content.
- **Developmentally Appropriate Use:** Instructional use of AI that aligns with students’ age, cognitive development, and ethical readiness.
- **Family Educational Rights and Privacy Act (FERPA):** A federal law protecting the privacy of student education records. Teachers should not input identifiable student information into AI tools.
- **Gamify:** To add game-like elements—such as points, levels, rewards, or challenges—to learning activities in order to increase student motivation and engagement.
- **Generative AI:** A type of AI that creates original content (e.g., text, images, code) in response to user prompts. Tools like ChatGPT, Claude, Google Gemini, Microsoft Copilot, and DALL-E are examples.
- **Hallucination:** An AI-generated response that is factually incorrect, misleading, or fabricated based on its training data. These occur because AI tools do not verify accuracy.
- **Living Framework:** A document designed to evolve over time based on new research, feedback, technology changes, and emerging best practices.
- **Overreliance:** Excessive dependence on AI tools that may reduce students’ independent thinking, creativity, or learning engagement.
- **Plagiarism:** The act of using someone else’s words, ideas, or work without proper credit, presenting it as one’s own. In the context of AI, this includes submitting AI-generated content as original work.
- **Prompt:** A question, instruction, or statement entered into an AI tool to generate a response (e.g., “Write a summary of photosynthesis for 5th graders”).
- **Routine Tasks:** Repetitive or time-consuming duties—like summarizing text or drafting emails—that AI can help automate to free up time.
- **Stereotypes:** Oversimplified or harmful generalizations that may appear in AI-generated responses, often reflecting biased training data.
- **Teacher-Curated AI Use:** When teachers select, model, or guide the use of AI tools to ensure safety, clarity, and instructional alignment.
- **Training Data:** The large collection of information—such as text, images, code, or audio—that is used to teach an AI system how to recognize patterns, generate responses, or perform tasks.
- **Usage Levels (0–4):** The KPS framework for defining how AI may be used in assignments—from Level 0 (Prohibited) to Level 4 (Integrated/Co-Pilot). Each level includes disclosure and citation expectations.

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