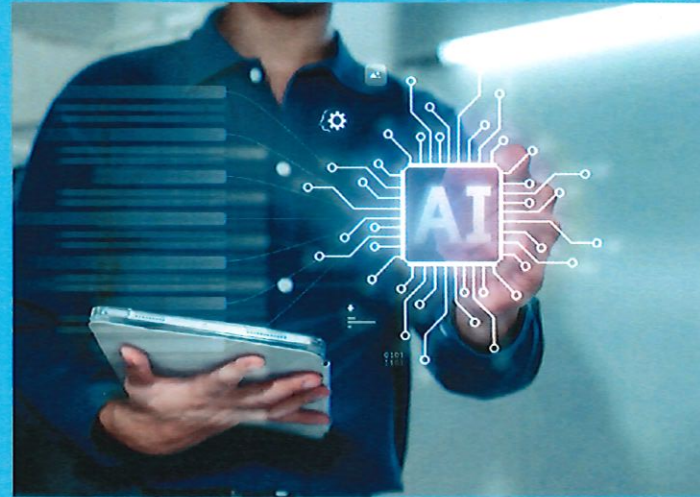


# Artificial Intelligence Guidance Framework

## Board Workshop

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Hernando County School District



# Agenda

- 1 Context and Purpose
- 2 Guiding Principles and Expectations
- 3 Instructional Use of AI
- 4 Tools, Ethics, and Staff Use
- 5 Integrity, Oversight, and Next Steps



SECTION 01

# Context and Purpose

Purpose and Role of the AI Guidance Framework  
Why AI Governance Matters Now



# Purpose and Role of the AI Guidance Framework



**Companion to Board Policy**  
Translates Policy 7540.08 into practical, classroom-ready guidance for teachers, students, and staff.



**AI as Tool, Not Replacement**  
Students must develop critical thinking, writing, and problem solving. AI enhances, never replaces.



**A Living Resource**  
Designed to evolve as technology and instructional practices change. Proactive, not reactive.

The framework reduces ambiguity for staff and families while demonstrating responsible innovation and governance alignment.



# Why AI Governance Matters Now

## Urgency of Action

AI tools generate text, analyze data, translate languages, and simulate tutoring at unprecedented scale. Without guidance, confusion around integrity can grow.

## Student Preparation

Students will encounter AI in higher education, the workforce, and civic life. Schools must teach how to use, question, and evaluate these tools ethically.

## Risk Management

AI raises concerns about student data privacy, misinformation, impersonation, and harmful content. Clear guidelines reduce legal, reputational, and operational risks.



Supports compliance with FERPA and COPPA while demonstrating due diligence in responding to emerging technologies.

SECTION 02

# Guiding Principles and Expectations

Guiding Principles for AI Use  
Default Expectation and Teacher  
Permission



### **Learning First**

AI supports learning outcomes, never replaces student effort or skill development.

### **Teacher-Guided Use**

AI use requires explicit teacher permission for defined instructional purposes.

### **Ethical & Responsible**

Tied to academic honesty, student conduct, and acceptable use policies.

### **Inclusion & Access**

AI supports accessibility, language development, and differentiated instruction.

### **Transparency**

Expectations clearly communicated to students, reducing confusion.

### **Privacy & Safety**

Protection of student data and compliance with legal and district requirements.

AI is embedded within a values-based, student-centered framework — not simply permitted without structure.

# Default Expectation & Teacher Permission

**AI use by students is NOT allowed by default.**

## Explicit

Permission must be clearly stated, never implied. Removes ambiguity for students.

## Purpose-Specific

Identifies exactly what the AI tool may be used for: brainstorming, outlining, feedback.

## Bounded

States what AI may NOT be used for: generating final products, replacing analysis.

Written communication of expectations is encouraged, supporting transparency and reducing disputes with students and families.

SECTION 03

# Instructional Use of AI

Authorized Instructional Categories  
Classroom Implementation by Grade  
Band



# Authorized Instructional Categories

## **Research Assistance**

Generating guiding questions, identifying keywords, summarizing background info.

## **Data Analysis**

Pattern identification and visualization support; student reasoning required.

## **Language Translation**

Supports multilingual learners in comprehension without replacing instruction.

## **Writing Assistance**

Grammar checks, outlining, revision. Full AI-generated writing is prohibited.

## **Accessibility Supports**

Text-to-speech, speech-to-text, captioning without bypassing goals.

Each category is paired with examples and non-examples, providing clarity without being overly prescriptive.

# Implementation by Grade Band

## Elementary

Teacher-modeled AI use under direct supervision. Brainstorming with Canva AI, read-aloud supports, and guided exposure. Focus on foundational skill building.



## Middle School

Khanmigo as moderated tutor. Students outline and organize ideas with AI, then reflect on how the tool supported their thinking. Reinforces metacognition.



## High School

Microsoft Copilot for research planning, data analysis, and editing. Emphasis on original analysis and synthesis. Students disclose all AI use.

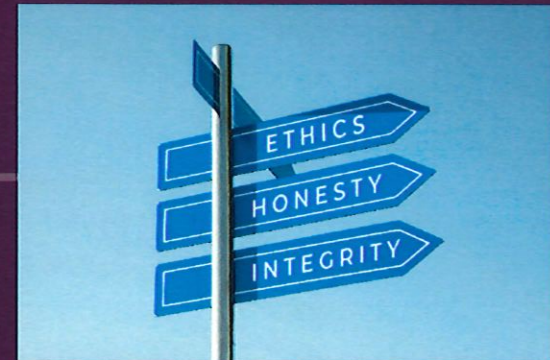


All grade bands: students disclose AI use when permitted, reinforcing academic honesty.

SECTION 04

# Tools, Ethics, and Staff Use

Approved AI Tools by User Group  
Ethical, Responsible, and Staff Use  
Expectations



## Approved AI Tools by User Group

User Group	Approved AI Tools	Implementation Guidance
Students (Grades K–5)	Canva AI	Use permitted only under direct teacher supervision and instructional guidance.
Students (Grades 6–8)	Canva AI Khanmigo AI	Use for clearly defined, task-specific instructional purposes with explicit teacher permission.
Students (Grades 9–12)	Canva AI Khanmigo AI Microsoft Copilot	Use for clearly defined, task-specific instructional purposes with explicit teacher permission.
Staff	Canva AI Khanmigo AI Microsoft Copilot Google Gemini ChatGPT	Use permitted for approved, job-related tasks; must protect student data and comply with district policy.

# Ethical, Responsible, and Staff Use Expectations

## Prohibited Uses

- Creating deepfakes or impersonating individuals
- Generating misleading or defamatory content
- AI-generated media portraying students/staff inappropriately
- Harassment, bullying, or privacy violations
- Entering student PII into public AI tools

## Staff Encouraged Uses

- Lesson planning and instructional design
- Communication drafts and translation
- Accessibility tool integration
- Data analysis for instructional improvement
- All output must be reviewed for accuracy

AI does not replace professional judgment. It may not be used as the sole basis for grading, discipline, or instructional decisions.

SECTION 05

# Integrity, Oversight, and Next Steps

Academic Integrity and Transparency  
Review Process, and Next Steps



# Academic Integrity and Transparency

## Assignment Design

Teachers design tasks that emphasize process, reasoning, and reflection — reducing incentives for misuse and supporting authentic learning.

## Instruction Over Punishment

Recognizes students are learning to navigate emerging technologies. Emphasis on prevention, guidance, and building responsible digital habits.

## Student Disclosure

When AI use is permitted, students disclose how they used the tool, reinforcing honesty, accountability, and alignment with academic integrity policies.

Integrity preserved through proactive design and clear communication — not reactive enforcement alone.

# Review, Closing Considerations, and Next Steps

## Annual Review Process

Supported by an AI Advisory Committee of stakeholders including instructional staff, technology services, leadership, parents, and students.

## A Living Resource

Updates allowed throughout the year as new tools emerge or clarification is needed. Responsive and collaborative process to evolving technologies.

## Key Closing Considerations and Next Steps

- The district intends to provide clear, appropriate guidance for the safe and responsible use of AI in Hernando County schools.
- The AI Task Force sought to balance innovation with integrity while preserving student learning and professional judgment.
- Next steps should include formal staff orientation during beginning-of-the-year procedures and ongoing professional learning to reinforce expectations.

# Building a Responsible AI Future Together

This presentation highlighted the critical importance of a thoughtful AI Guidance Framework — from guiding principles and ethical considerations to authorized uses and accountability.

Our collective commitment to integrity and responsible AI use will ensure we harness technology effectively while maintaining trust and transparency.

# Thank you!

