

## **Generative AI use in the Helena Public Schools**

For the purposes of this discussion, Artificial Intelligence (AI) focuses on solving specific problems or tasks, while Generative Artificial Intelligence (GAI) focuses on creating new content like text, images, or code, based on learned patterns. Since early in 2022, GAI applications have become a key focus of technology discussion. Most commonly this refers to various chatbots that can be used to manage all manner of tasks. This field is evolving rapidly, and it is impossible to predict the extent to which it will impact education. In the Helena Public Schools, we will strive to develop teacher skills that allow teachers to use this technology safely and effectively in the classroom.

This document is intended to serve as a general set of recommendations and guidelines for safe use of GAI in our schools. Because it is an emergent technology, it is critical that these tools are used with caution.

One reason for proceeding with caution is that GAI can produce very convincing written material, but it may also contain false or misleading information which can be difficult for the user to discern. All content generated using GAI must be reviewed and checked to make sure it is accurate and matches the situation. This becomes especially critical when the subject matter is sensitive, such as historical content or data analysis. When using GAI, results should be reviewed carefully and checked for context and tone. GAI also provides information with a voice of certainty, making the information appear reliable when it may in fact not be. Users should be skeptical and critical of GAI material.

Bias is another key factor when using GAI. GAI tools reference information found online, so any biases present ANYWHERE online may be reflected in GAI information. Prevalent perspectives may therefore be more likely to be represented in GAI works and overshadow opposing viewpoints, especially in social sciences and historical research. Some GAI systems may provide a bibliography, but much of the research may be shallow and lack the depth of a human experienced researcher's work.

Finally, student safety and confidentiality are always of paramount importance. It is critical that educators always keep sensitive data safe and make student privacy a top priority. Any information entered into a GAI system, including PII (Personally Identifiable Information), may later be used by the GAI system. Submitted student work must not contain private or sensitive data such as student names or other identifiable information. Remember that Montana has a very broad definition of PII which includes student work. If any information is to be shared with a vendor, whether the product is free or paid for, the district must have a signed Data Privacy Agreement (DPA) with the vendor.

## Helena Public Schools Guidelines for Teachers

In addition to the guidelines below, the overall rule of use of AI in our context is that YOU are ultimately responsible for its output and use within your professional role. Once you share any content created, edited, or adapted by an AI tool, the buck stops with you. If you are unwilling to take personal responsibility for the tool's output, DO NOT USE THE TOOL in your daily practice.

NEVER use any GAI output without reviewing the output, including fact checking and reviewing for clarity and peculiarities.

- To ensure academic integrity and compliance with HPS evolving AI guidelines and practices, please refrain from asking students to utilize any AI tool not approved by HPS. You can find a list of approved technology tools at <https://helenaschools.org/departments/technology/state-privacy-compliant-technology-resources/>. Using AI tools that have not been approved by HPS with students is prohibited to ensure staff comply with state privacy laws. To request a new tool be approved, use the link on the site above.
- The district has a privacy agreement with Microsoft and recommends the use of Microsoft CoPilot as a GAI tool. The embedded AI tools in Canva are also approved for use.
- Exercise extra diligence to make sure that no personally identifiable information is input into any platform. This applies to both your information and your students' information. While many models promise to protect personally identifiable information, there are many unknowns on how personal information is treated by these tools. Always be cautious with personal information, including students' work.
- Generally speaking, you should cite AI when you use it in any sort of substantial way when it makes sense to do so.

Use Case	Is Citing Required	Notes
Use AI to write report card comments	No. Leave off actual student names when writing your prompt. Add the name back in later.	Make sure the comment accurately reflects a student's skills and growth. The comment needs to give useful and specific information about a child's strengths and areas for growth.
Use AI to write a tactful email to an angry parent	No. Leave off actual student names when writing your prompt. Add the name back in later.	Sometimes a phone call is a better solution. Always reread and revise AI-written messages to make sure they can't be construed to mean something you didn't intend.

Use AI to write a behavior plan	No. Leave off actual student names when writing your prompt. Add the name back in later.	An AI-generated behavior plan can be a good place to start, but the plan needs to be specific to that child.
Use AI to write a donation request letter	No.	Always reread to make sure the letter is accurate.
Use AI to create a test	No. Consider citing test elements created using AI to model citations for students.	Make sure the information is accurate. ALWAYS take the test yourself before using it with students.
Use AI to create an image or video for teaching content	Yes.	Always review all content, including images, for accuracy. Use the same citation format that is expected of students.

**Sources:**

“AI @ MTDA” Website <https://montanadigitalacademy.org/Innovation/ai-at-mtda/>

“Generative AI Guidance for Teachers and Students,” Great Falls Public Schools, Website [https://resources.finalse.net/images/v1723835230/gfpsk12mtus/nxz7wvc4trkoq3s75fgl/08-16-2024\\_GFPS\\_GenerativeAIGuidanceforTeachersandStudents06-26-24.pdf](https://resources.finalse.net/images/v1723835230/gfpsk12mtus/nxz7wvc4trkoq3s75fgl/08-16-2024_GFPS_GenerativeAIGuidanceforTeachersandStudents06-26-24.pdf)

“AI A Framework for School Districts,” Website <https://montanadigitalacademy.org/wp-content/uploads/2024/02/MTDA-Planning-Guide-for-AI-A-Framework-for-School-Districts-v1-20240213c.pdf>

## Guide to AI Citations for Teachers and Students

AI-generated information that is used as content in written work should be cited as if it were from a book, a website, a historical document, a published chart, etc.

### Guidelines

1. Even when changing the wording of the information through paraphrasing and summarizing, if you are not presenting your original thoughts, the material should be cited.
2. You should always check information generated by AI for accuracy before using it in your written work.
3. In some cases, it is necessary to cite both the AI-generated information as well as the source from which that content was generated.
4. There are numerous citation formats that can be utilized depending on your school's or organization's preferences, such as APA, MLA, and Chicago, so what is presented in a citation will vary by the citation style being used. The examples below are for APA and MLA as they are the most frequently used citation formats in Helena Public Schools.

Use Scenario	Examples (APA and MLA formats)
<p>AI is used to write content.</p> <p>Example: ChatGPT is used to generate a list of the 5 most popular vehicles sold in the US in 1965.</p>	<p><u>MLA</u></p> <p>*in-text citation: (5 most popular vehicles)</p> <p>*works cited entry: "What were the 5 most popular vehicles sold in the United States in 1965?" prompt, ChatGPT, OpenAI, 17 Feb 2025, chatgpt.com.</p> <p><u>APA</u></p> <p>*in-text citation: (OpenAI, 2025)</p> <p>*reference list entry: OpenAI. (2025). <i>ChatGPT</i> (Feb 17 version) [Large language model]. <a href="https://chatgpt.com">https://chatgpt.com</a></p>
<p>AI is used to make text from a source easier to read/understand.</p> <p>Example: ChatGPT is used to summarize Act 1, Scene 1 of Shakespeare's <i>Romeo and Juliet</i> for students struggling to understand it.</p>	<p>This requires citation of the original source and the AI source.</p> <p><u>MLA</u></p> <p>*in-text citation: (Shakespeare 2-12)</p> <p>*works cited entry: Shakespeare, William. "Act 1, Scene 1." <i>Romeo and Juliet</i>. Simon Schuster &amp; Co, 1995, pp. 2-12. Summarized with AI assistance using ChatGPT. "Summarize Act 1, Scene 1 of Shakespeare's <i>Romeo and Juliet</i>" prompt. <i>ChatGPT</i>, OpenAI, 17 Feb 2025, chatgpt.com.</p> <p><u>APA</u></p> <p>Shakespeare, W. (1995). Act 1, Scene 1. <i>Romeo and Juliet</i> (pp. 2-12). Simon Schuster &amp; Co. Summarized with AI assistance using ChatGPT. Reviewed by Tammy Teacher, Helena Public Schools.</p>

**Sources:**

“AI @ MTDA” Website <https://montanadigitalacademy.org/innovation/ai-at-mtda/>

“Generative AI Guidance for Teachers and Students,” Great Falls Public Schools, Website [https://resources.finalseite.net/images/v1723835230/gfpsk12mtus/nxz7wvc4trkoq3s75fgl/08-16-2024\\_GFPS\\_GenerativeAIGuidanceforTeachersandStudents06-26-24.pdf](https://resources.finalseite.net/images/v1723835230/gfpsk12mtus/nxz7wvc4trkoq3s75fgl/08-16-2024_GFPS_GenerativeAIGuidanceforTeachersandStudents06-26-24.pdf)

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