Disciplining AI Use: How School District Codes of Conduct Govern Students' Use of AI in Florida

Research Report

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The rapid adoption of artificial intelligence (AI) in K-12 education has created new ethical, legal, and behavioral challenges for schools. This research report examines how Florida public school district codes of conduct address student use of AI, including links to academic dishonesty and technology misuse. We analyzed 73 codes of conduct published in the 2024-2025 school year from 67 county-based districts and six special districts, connecting policy content to district characteristics. Fewer than one-quarter of districts explicitly referenced AI in their codes of conduct, primarily within academic integrity sections, and all districts that referenced AI allowed AI use under some circumstances rather than complete prohibitions. Urban districts, those with larger student enrollments, and those serving higher proportions of racial minority students or English Learners were more likely to reference AI, whereas districts with smaller enrollments, higher White student composition, and higher free/reduced lunch eligibility generally did not. These patterns suggest uneven policy development and highlight potential differences in disciplinary application. The report underscores the need for clear discipline guidance regarding AI use in schools. Findings are paired with example codes of conduct to inform district-level policy and promote proactive approaches by schools to AI-related student behavior.

Introduction

The rise of widespread artificial intelligence (AI) tools and applications has quickly impacted the field of education. From the use of ChatGPT and other large language models to generative AI tools that create images and other media, K-12 students are navigating an unprecedented set of technological applications. AI has quickly emerged as a tool used by students for drafting and editing written work, for creating digital art, for researching new topics, for assisting with studying, and for automating other learning tasks (Center for Digital Thriving, 2024; Zafari et al., 2022). Teachers are using AI to differentiate instruction, assess students, and create lesson plans, among other uses (Diliberti et al., 2024).

The potential and opportunities afforded by AI are tremendous and are undoubtedly a set of skills that students will need to be successful in the workforce and society of tomorrow. Yet, as has historically been the case with new technology (Groff & Mouza, 2008), AI tools also create a new frontier of ethical, legal, and behavioral issues that schools must be prepared to handle. From AI use to plagiarize work to the use of AI to create "deep fakes" or other misleading or explicit content, AI has quickly resulted in a new set of expectations and potential misconduct for educators and students to navigate.

In this emergent AI context, school discipline systems and codes of conduct have become central to school responses. Following the widespread adoption of ChatGPT and similar generative AI tools, schools have faced legal challenges regarding their approaches to AI regulation and student discipline. A prominent example occurred at Hingham High School in Massachusetts, where a student received a failing grade on an assignment, accompanied by Saturday detention and exclusion from the National Honor Society for inappropriate AI use (Thomas & Kudlats, 2025; Toppo, 2024). While students were permitted to use AI to brainstorm topics and identify sources, the student was accused of copying text from AI, including citations to non-existent publications. The student argued that the school lacked AI-specific policies as the student handbook did not reference AI. While the court ultimately upheld the schools' response under existing policies regarding unauthorized technology use and plagiarism, the case underscores the need for establishing AI-specific provisions within student codes of conduct (Harris v. Adams et al.).

However, many K-12 schools are only recently developing policies around AI use. A recent report found that between '22-23 and '23-24 the number of teachers reporting that their school had a policy on AI use increased significantly but that only 28 percent reported training on how to respond if they suspect inappropriate AI use (Dwyer & Laird, 2024). Despite such uncertainty, students are already being disciplined due to AI use. In the 2023–24 school year, the percentage of teachers reporting student discipline cases related to generative AI increased by 16 percentage points compared to the prior year, reaching 64% of teachers (Dwyer & Laird, 2024). Furthermore, the study found that students using school-provided devices may face disproportionate disciplinary consequences for AI usage, with these students being predominantly from Black, Hispanic, rural, and low-income communities (Dwyer & Laird, 2024).

While AI use policies are increasing in schools, the degree to which they are linked to discipline systems and communicated to students through codes of conduct remains less clear. Contemporary school discipline policies were generally developed in a time before the advances of AI to popular use, leaving many schools to rely on policies specific to plagiarism and cheating or technology misuse that may not explicitly pertain to AI. Consequently, teachers, schools, and students face an uncertain school discipline landscape as they navigate the use of AI in education.

Florida Context

Florida schools have been no exception to this trend in AI integration in education. The state of Florida is home to many AI companies, and the public higher education institutions, including the University of Florida, are among the nation's leaders in advances in the application of AI in education.

In 2024, Florida created a task force to examine AI in K-12 education. The task force included members from schools, universities, teachers, parent groups, and industry partners, with a goal of guiding Florida's K–12 AI initiatives. As of 2025, around 26 states had issued official policies or guidance on AI in K-12 education (AI for Education, 2025). Florida's task force recently released resources on their website to guide AI implementation in education, though official guidance from the Florida Department of Education is still emerging. As these develop, many FL schools have been left to navigate AI adoption amidst evolving state and federal direction.

Purpose

This research brief summarizes an analysis conducted of school discipline codes of conduct for all Florida public school districts based on their 2024-25 codes of conduct. We examine the extent to which AI is explicitly included in such policies as well as the extent to which existing discipline guidance around behaviors like academic dishonesty and technology misuse may be applied to AI use in schools. Additionally, we examine how code of conduct inclusion of AI varies across district types, including urban and rural districts and student demographics.

As school districts in Florida and across the nation respond to the growing use of AI, this analysis provides an overview of the emergent practices in FL with regard to codes of conduct and supports districts who are actively developing such policies.

Data & Methods

This research report draws on the 2024–25 codes of conduct from all 67 county-based public school districts in Florida as well as six specialty districts—Deaf/Blind, Florida Virtual School, Florida Atlantic University Lab School, Florida State University Lab School, Florida Agricultural and Mechanical University Lab School, and University of Florida Lab School—for a total of 73 codes of conduct. The research team collected all publicly available codes of conduct from district websites (generally as student handbooks), except for three rural districts (Dixie, Hardee, and Lafayette) which did not have a district code of conduct available but had one for each of their high schools (each district has a single high school). In cases where districts published separate codes of conduct by level (e.g., elementary vs. secondary), both versions were included.

Descriptive characteristics of these districts are presented in Appendix A, Table A1. District-level demographic and enrollment data were obtained from the Florida Department of Education PK–12 Public School Data, including 2024–25 enrollment by race and ethnicity, English Learner status, exceptional student status, and free or reduced-price lunch eligibility. Data were cross-checked against the Florida PK-20 Education Information Portal to ensure completeness and accuracy. Free and reduced price lunch (FRPL) enrollment was calculated as the sum of free lunch students (Codes D & F), reduced-price lunch students (Codes 3 & E), and direct certification CEP students (Codes C & R). Rural–urban classifications were obtained from Florida Health (2023). Additional rural–urban classifications for Deaf/Blind, FAU Lab, FSU Lab, FAMU Lab, and UF Lab schools were decided based on their location. Since FLVS is a 100% virtual school, we treated FLVS's urbanicity as missing (N/A).

Codes of conduct were systematically searched for a series of key terms related to artificial intelligence, academic dishonesty, and technology misuse (see Appendix B for the list of terms). Codes of conduct were then coded using binary indicators to capture: (1) mentions of AI explicitly (use of the term "artificial intelligence" or "AI") or generally (reference to AI tools such as ChatGPT), (2) inclusion of academic dishonesty policies, and (3) inclusion of technology misuse policies. We further examined the specific policy sections containing AI regulations, distinguishing between academic dishonesty policies that referenced AI and technology misuse policies that referenced AI. Districts were also categorized based on their approach to AI regulation (complete prohibition of AI use, conditional allowance of AI in specific circumstances, or absence of AI references) and disciplinary guidelines (no specified punishments mentioned regarding AI misuse, explicit potential punishments, or absence of AI references). NVivo qualitative software was used to code segments of text related to each of these topics and to examine whether AI language overlapped language related to academic dishonesty and technology misuse.

Next, we assessed variation in AI discipline policy across districts' demographics. We grouped districts into quartiles based on demographic composition, including White and racial/ethnic minority enrollment, English Learner status, students with disabilities, free or reduced-price lunch eligibility, and total enrollment. Quartiles were created by ranking districts on each demographic variable and dividing them into four groups, with quartile 1 representing the lowest proportion and quartile 4 representing the highest. Conditional means within each quartile group and urbanicity classification identified differences between districts regarding AI references in codes of conduct.

This report provides descriptive statistics highlighting the percentage of districts referencing AI, academic dishonesty, technology misuse, and specific discipline policies for AI as well as how such references vary across district characteristics.

Results

The results of the analysis show that, as of the 2024-25 school year, many Florida school districts' codes of conduct and related disciplinary policies had not yet adapted to explicitly provide guidance on the use of or prohibition of artificial intelligence in K-12 schools. Where such policies did exist, they tended to be connected to policies around academic misconduct and plagiarism, more so than broader technology misuse, and their presence varied across geography and demographics of the school districts.

AI in Codes of Conduct

In the 2024-25 school year, less than a quarter (23.3%) of FL school districts explicitly referenced AI within their codes of conduct (see Table 1). All of those that did used the term "artificial intelligence" or AI directly, though some also referred to specific AI platforms or tools like ChatGPT. In other words, a total of 17 districts explicitly referenced AI in their Codes of Conduct, with two of these being specialty districts (Florida Virtual and the FSU Lab School). The 15 county-based districts that included AI in their codes of conduct are
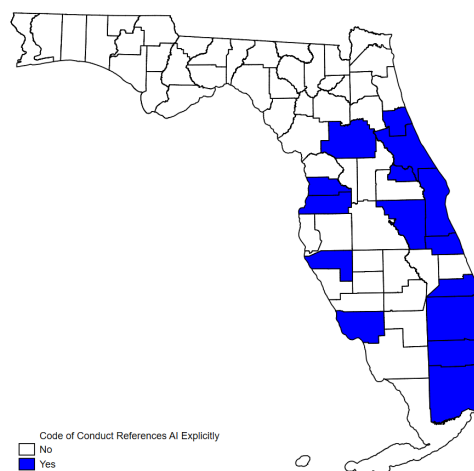

Figure 1. School Districts Referenced AI

shown in Figure 1. In contrast to AI, almost all districts' codes of conduct included policies around academic dishonesty or plagiarism as well as technology/digital misconduct.

Table 1. Florida School District Codes of Conduct Referencing AI, Academic Dishonesty, and Digital Misuse (2024–25)

	Mean	S.D.	Min	Max	N
References AI or "artificial intelligence" explicitly by name	0.233	0.426	0	1	73
References AI broadly/generally	0.233	0.426	0	1	73
References academic dishonesty or plagiarism	0.932	0.254	0	1	73
References digital misuse	1.000	0.000	1	1	73
Academic dishonesty and plagiarism policy references AI	0.219	0.417	0	1	73
Of districts with AI in code of conduct	0.941	0.243	0	1	17
Digital misuse references AI	0.068	0.254	0	1	73
Of districts with AI in code of conduct	0.294	0.470	0	1	17

Where AI was referenced in school codes of conduct, it was most commonly found in sections related to academic dishonesty (e.g. plagiarism and cheating). In particular, about 94% of districts that referenced AI in their code of conduct did so within a section on academic dishonesty (see Figure 2 for example language). However, this only represented 21.9% of districts since the majority of districts did not reference AI at all. This means that students in over three quarters of districts in the state did not have clear guidance in codes of conducts regarding their discipline should they be accused of misusing AI in academic work.

"Academic Dishonesty: Academic dishonesty encompasses various acts that deliberately undermine the principles of independent, original work and honest representation of knowledge and skills. Examples include, but are not limited to: plagiarism, cheating, academic fraud, fabrication, and artificial intelligence (AI) misuse."

Figure 2. Excerpt on Academic Dishonesty Referencing AI — Flagler District Code of Conduct

In contrast to academic dishonesty, the majority of districts with AI in their codes of conduct did not reference AI in relation to technology or digital misuse. Specifically, of districts with AI in their codes of conduct, only 29.4% referenced AI in their technology or digital misuse section (representing only 6.8% of districts overall). This potentially leaves many misuses of AI uncovered by an explicit code of conduct policy.

Bans and Consequences for AI Use

While the majority of districts did not include AI in their discipline codes of conduct, even those that did often left much room for interpretation around allowable and prohibited use. Notably, all districts that addressed AI had language that would allow AI use under some circumstances rather than absolute prohibitions (see Table 2). In some cases, this language was explicit about what allowable and prohibited use looked like. For example, Volusia County Schools included robust "Guidelines for AI Use" (see Figure 3).

In many cases, however, proper use was ambiguous, with only implicit suggestions such as "Cheating/Plagiarism: Willful or deliberate unauthorized use of the work of another person or the use of Artificial Intelligence for academic purposes, or inappropriate use of notes or other material in the completion of an academic assignment or test" (Martin County School District). In another, allowed use was at the discretion of the teacher: "Using any type of artificial intelligence (AI) to complete assignments or assessments without teacher permission" (Hernando County School District), leaving students to navigate what might be different expectations across classrooms.

Table 2. Types of Prohibiting AI and Punishments/Discipline

	Frequency	Of All Districts (%)	Of Districts with AI In Code of Conduct (%)
Types of reference to AI			
Bans All AI Use	0	0.0	0.0
Allows AI in some cases	17	23.29	100.0
Does not reference AI (missing)	56	76.71	
Types of punishment/discipline			
Does not specify punishments	1	1.37	5.88
Specifies potential punishments	16	21.92	94.12
Does not reference AI (missing)	56	76.71	

Guidelines for AI Use

Supplemental Aid: AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax. However, the bulk of the thinking, analysis, and composition should be the student's own.

Reference and Citation: If significant insights or phrases are borrowed from AI, these should be properly cited, much as a student would cite a human source.

Clarification, Not Substitution: Use AI for clarifying doubts or seeking explanations, not as a shortcut to avoid reading, analysis, and comprehension.

Learning, Not Completing: Use AI as a tool for learning, not just for task completion. The student's primary goal should be understanding and skill development, not simply finishing an assignment.

Tutoring, Not Completing: Use AI to ask questions as a student would their teacher. Just as the teacher would not provide "what are the answers," neither should AI.

Violations of the Student Code of Conduct

Any use of AI to complete assignments, tests, or projects in lieu of the student's own work will be considered cheating unless the use of AI was sanctioned and guided by the student's teacher. This includes using AI to bypass necessary steps in assignments, such as reading or analysis.

Submitting Generative AI Writing as Original Work: It is strictly prohibited to submit any AI-generated text as original work. This includes essays, poems, stories, or any other creative writing assignments. All submitted work must be the product of the student's own intellectual effort and analysis. AI may be used as a feedback mechanism as part of the writing process, but fully transparent citation of AI use is required.

Using AI When Prohibited: Teachers may explicitly prohibit the use of AI tools on any specific assignment or piece of schoolwork. Following the instructions provided by educators is crucial in maintaining academic integrity.

Fabricating or Manipulating Data: Employing AI to fabricate or manipulate data for research projects or assignments is strictly forbidden. All data presented must be accurate and represent genuine findings.

Unattributed Collaboration: Using AI as an uncredited collaborator in any project or assignment undermines intellectual honesty.

Figure 3. Guidelines for AI Use (Volusia)

Though codes of conduct were often unclear as to the allowed use of AI, almost all districts that mentioned AI in their codes of conduct established consequences for AI misuse, though punishments varied. Only one of the 17 districts with AI in their code of conduct did not link it with punishments. In general, consequences of AI use included a range of potential punishments, such as an academic dishonesty policy with AI in it mentioning that punishments would come from a set of Level 1 consequences. Elementary school codes of conduct tended to prescribe less severe consequences than secondary school codes, and penalties could escalate depending on the frequency of the violation and its severity. Accordingly, potential consequences ranged from parent notifications, loss of privileges, or zero/reduced credit on assignments to out-of-school suspension, expulsion, or legal action. Importantly, we reiterate that, while districts with AI in their policy generally pointed to certain consequences, since over three-quarters of districts did not reference AI, students in those districts had less guidance on what constitutes improper use and what consequences they could face if their use of AI was deemed inappropriate.

AI in Codes of Conduct Varies Across Districts

Districts' inclusion of AI in codes of conduct varied across demographic and district characteristics (see Table 3 and Figure 4). When districts were grouped into quartiles based on demographic composition, notable patterns emerged. Districts in the highest quartile of White student enrollment (62.9-86.8% White; i.e. those with the lowest racial minority enrollment) made no explicit references to AI in their codes of conduct, whereas those with more minority enrollment (37.2–99.2% minority) referenced AI in about 25–35% of cases. For English Learner (EL) enrollment, districts in the second through fourth quartiles, representing higher concentrations of ELs (1.8-26.3% ELs), referenced AI in 24–39% of their codes of conduct, compared with only 1% in the first quartile (0-1.6% ELs). Moreover, districts in the first to second quartiles of students with disabilities (≤16.96% disability) referenced AI in about 32-39% of cases, whereas those in the third and fourth quartiles (17.1-99.6% disabled) did so in only 6-17% of cases. Districts in the first through third quartiles of free or reduced-price lunch (FRPL) eligibility (≤56.6% FRPL) referenced AI in 22-37% of codes of conduct, while none in the highest FRPL quartile (56.9-100% FRPL) referenced AI. By district size, only 5–6% of the smaller districts (1st–2nd quartiles; 512–12,040 students) referenced AI explicitly, compared with 28–56% of larger districts (3rd–4th quartiles; 12,575–335,840 students). Finally, 41% of urban districts mentioned AI in their codes, compared with no rural districts.

Academic dishonesty provisions appeared in 93.2% of district codes of conducts, encompassing cheating and plagiarism. These provisions remained relatively consistent across demographic quartiles for most characteristics. However, districts with higher EL percentages (top three quartiles) demonstrated greater likelihood of including AI-specific

dishonesty policies than those serving fewer ELs (bottom quartile). Technology and digital misuse language was included in all districts.

Table 3. Distribution of AI References and Related Academic and Digital Misconduct Policies by District Demographics

	References AI or "artificial intelligence" explicitly by name	References academic dishonesty or plagiarism	References technology/ digital misuse	Academic dishonesty and plagiarism policy references AI	Technology/ digital misuse references AI
% White Q1	25.0%	90.0%	100%	20.0%	15.0%
% White Q2	35.3%	100%	100%	35.3%	5.9%
% White Q3	33.3%	94.4%	100%	33.3%	5.6%
% White Q4	0%	88.9%	100%	0%	0%
% ELs Q1	0.05%	80.0%	100%	5.0%	0%
% ELs Q2	23.5%	100%	100%	23.5%	0%
% ELs Q3	27.8%	100%	100%	27.8%	5.6%
% ELs Q4	38.9%	94.4%	100%	33.3%	22.2%
% Disability Q1	31.6%	89.5%	100%	31.6%	5.3%
% Disability Q2	38.9%	100%	100%	33.3%	22.2%
% Disability Q3	16.7%	94.4%	100%	16.7%	0%
% Disability Q4	5.6%	88.9%	100%	5.6%	0%
% FRPL Q1	36.8%	94.7%	100%	31.6%	10.5%
% FRPL Q2	22.2%	88.9%	100%	22.2%	5.6%
% FRPL Q3	33.3%	94.4%	100%	33.3%	11.1%
% FRPL Q4	0%	94.4%	100%	0%	0%
Enrollment Q1	5.3%	89.5%	100%	5.3%	0%
Enrollment Q2	5.6%	88.9%	100%	5.6%	0%
Enrollment Q3	27.8%	100%	100%	27.8%	11.1%
Enrollment Q4	55.6%	94.4%	100%	50%	16.7%
Urban	41.0%	94.9%	100%	38.5%	12.8%
Rural	0%	90.9%	100%	0%	0%
	23.3%	93.2%	100%	21.9%	6.8%

Note. Quartile 1 represents the lowest proportion, and Quartile 4 represents the highest proportion. Each quartile reflects 25% of districts along the distribution of demographic percentages, rather than a direct equivalence between percentile rank and the proportion of students in a given category.

The specific placement of AI policies within codes of conduct varied by district characteristics. Academic dishonesty sections incorporated AI references in 21.9% of districts overall. Demographic patterns mirrored those found in general AI policy adoption: Districts in the highest quartile of White student enrollment (≥62.9% White) included no AI references in academic dishonesty sections, while those serving higher minority populations (37.2-99.2% minority) included such provisions in 20–35% of cases. Districts

with higher EL concentrations (1.8-26.3% ELs) referenced AI within academic dishonesty frameworks in 24–33% of cases, compared to 5% in the lowest quartile (0-1.6% of ELs).

Figure 4. AI in Discipline Policies Across District Characteristics

Districts in the first and second quartiles of special education enrollment (≤16.9% disability) addressed AI within academic integrity contexts in 32–33% of cases, while those in the third and fourth quartiles (17.1-99.6%) demonstrated substantially lower inclusion rates of 6–17%. Districts across the first through third quartiles of free or reduced-price lunch (FRPL) eligibility (≤56.6% FRPL) referenced AI within academic dishonesty sections in 22–33% of their codes of conduct. Notably, no district in the highest FRPL quartile incorporated AI policies within academic dishonesty provisions. Smaller districts (1st–2nd quartiles; 512–12,040 students) referenced AI in only 5–6% of academic dishonesty sections, compared with 28–50% among larger districts (3rd–4th quartiles; 12,575–335,840 students). Geographic distinctions remained pronounced, with 39% of urban districts including AI references in academic dishonesty codes, while rural districts showed no such inclusion.

Technology misuse sections incorporated AI references less frequently, appearing in only 6.8% of districts. Districts in the lowest White enrollment quartile (≤35.5% White) incorporated AI references within 15% of technology misuse sections, whereas districts with higher proportions of White students (37.3-86.8% White) were much less likely to include AI in technology/digital misuse sections. Districts in the third and fourth quartiles of ELs enrollment (5.4-26.3% ELs) incorporated AI technology misuse provisions in 6–22% of cases, compared to 0% in districts with lower percentages of ELs. Furthermore, districts in the first and second quartiles of students with disabilities (≤16.9% disability) addressed AI within technology misuse frameworks in 5–22% of cases, while those in the third and fourth quartiles (17.1-99.6% disability) did not reference AI in such sections (0%). Districts in the first through third FRPL quartiles (≤56.6% FRPL) incorporated AI references within technology misuse sections in 6–11% of their codes of conduct, while the highest FRPL quartile (56.9-100% FRPL) showed no inclusion of AI provisions within technology misuse contexts. By district size, none of the smaller districts (1st–2nd quartiles; 512–12,040 students) referenced AI in technology misuse sections, while 11–17% of larger districts (3rd–4th quartiles; 12,575–335,840 students) did so. Urban-rural disparities persisted, with 13% of urban districts including AI references in technology/digital misuse sections compared to none in rural districts.

Summary

The findings of this research report demonstrate that, as of 2024-25, most school districts across the state of Florida had not updated codes of conduct to explicitly reference the misuse of AI. Where such policies did exist, they were predominantly linked to academic dishonesty/cheating policies, leaving other misuse to fall under general policies related to technology/digital misconduct. Districts with lower enrollment and rural districts, of which most were predominantly White and high poverty districts, were the least likely to have codes of conduct that addressed AI use. This may potentially reflect differences in

institutional capacity as smaller, rural districts may have less administrative and technical capacity or resources to update and implement new policies.

Even within districts that referenced AI in their codes of conduct, there was significant variation in the detail of such policies, with some only referencing AI in passing and others dedicating entire pages to articulating acceptable and unacceptable use of AI. We direct readers to Appendix C for a series of code of conduct excerpts that represent the more robust integrations of AI into school discipline codes of conduct and that may serve as a model for other districts considering revisions to their codes of conduct.

Finally, before turning to policy considerations, we note that districts may have policy around AI and guidance for students on AI use that are separate from codes of conduct or student handbooks. The findings of this report reflect only what districts included in codes of conduct (generally as captured in student handbooks), not other sources of guidance around AI. To the extent codes of conduct guide student behavior and disciplinary responses, we note the importance of including references to AI explicitly in codes of conduct while acknowledging codes of conduct should also not be the only guidance or policy on AI.

Policy Considerations

As artificial intelligence continues to grow in use and integration in educational environments, students' use of AI tools will increasingly intersect with school discipline systems. We offer several suggestions for consideration here for district policymakers and the educators who implement such policies that can potentially maximize the benefits of AI use for learning while ensuring educators and students have a shared understanding of proper use and that students are fairly held accountable for misuse of AI.

1. School district codes of conduct should include references to AI use, indicating where such use is allowed, prohibited, and the potential consequences of misuse.
2. Differences in AI integration in codes of conduct between districts of different types, particularly rural and urban districts and those of different size, should be addressed, possibly through support of state or regional education consortiums.
3. Codes of conduct should include reference to AI's potential misuse in ways beyond academic dishonesty and plagiarism, to cover its use in "deep fakes", bullying, misinformation, and other technological misuse.
4. Educators and students should recognize that AI use in education is a rapidly evolving landscape with new tools, capabilities, and uses emerging in real-time. There is a need then for potential misuses of AI to be approached as a learning opportunity and responded to in a way that ensures accountability but also recognizes that acceptable use is an evolving target.

5. The inclusion of AI in codes of conduct should be accompanied by additional policy and guidance (such as separate AI policies that can be referenced in codes of conduct) and training for educators and students on allowable use.

Conclusion

Artificial intelligence's presence in K-12 schools will only continue to grow in the future. AI holds the potential for many benefits to students and the educators serving them; yet, it also poses new challenges related to behavior and school discipline. As this research report has demonstrated, as of the 2024-25 school year, many school districts across the state of Florida had yet to incorporate clear discipline guidelines with regard to AI use. While existing code of conduct policies for academic dishonesty and technology/digital misuse may be applied to emerging uses of AI, the lack of explicit inclusion of AI in codes of conduct may leave some educators and students lacking guidance for AI use and the application of discipline when misused. As technology and AI policies change, future research should continue to explore how school codes of conduct evolve with regard to AI use as well as the implications of these policies on student outcomes. Doing so can help ensure that emerging technologies like AI enhance education and are used appropriately by students.

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Appendix A

Table A1. Descriptive Statistics of Florida School Districts

	% White	% Black	% His-panic	% Asian	% Native Hawaiian/ Other Pacific Islander	% American Indian/ Alaska Native	% Two or more	% ELs	% Students with disabilities	% Free/ reduced lunch	Total enroll-ment	Rural
ALACHUA	37.3	34.8	15.4	4.6	0.1	0.1	7.5	4.6	15.0	49.11	28,204	0
BAKER	77.8	12.8	3.5	0.7	0.1	0.3	4.7	0.5	15.6	43.92	4,763	1
BAY	59.8	14.9	15.1	1.7	0.3	0.3	8.0	7.2	19.7	43.69	27,558	0
BRADFORD	61.8	23.3	6.8	0.4	0.1	0.2	7.4	1.0	23.6	59.55	2,848	1
BREVARD	55.8	15.5	17.6	2.4	0.2	0.2	8.3	5.4	18.8	42.42	73,577	0
BROWARD	16.1	38.1	39.1	3.7	0.1	0.2	2.6	15.0	16.6	38.67	243,553	0
CALHOUN	74.7	11.1	6.3	0.4	0.0	0.1	7.3	1.1	23.0	46.58	2,031	1
CHARLOTTE	62.4	8.7	20.1	1.7	0.3	0.2	6.6	4.8	20.7	42.30	16,997	0
CITRUS	74.9	4.3	12.6	1.5	0.1	0.3	6.3	1.0	15.8	48.32	15,531	0
CLAY	55.2	17.8	17.1	2.2	0.3	0.2	7.1	4.8	21.1	53.26	39,116	0
COLLIER	29.4	11.8	54.6	1.4	0.1	0.2	2.5	17.5	16.9	47.67	48,252	0
COLUMBIA	58.2	22.3	10.5	1.2	0.0	0.1	7.6	1.6	17.1	54.20	9,508	1
MIAMI-DADE	5.9	16.5	76.0	1.0	0.0	0.0	0.5	26.3	12.7	48.27	335,840	0
DESOTO	28.5	13.3	54.3	0.6	0.0	0.2	3.1	14.8	15.9	59.45	4,155	1
DIXIE	82.6	7.5	5.1	0.3	0.3	0.1	4.0	1.2	20.0	68.12	2,001	1
DUVAL	30.1	39.9	18.9	4.4	0.3	0.5	6.0	9.6	17.1	45.78	130,054	0
ESCAMBIA	43.4	34.2	11.4	2.1	0.3	0.4	8.1	3.5	16.9	54.00	36,768	0
FLAGLER	56.6	13.5	19.5	2.5	0.2	0.5	7.2	4.8	18.1	37.52	13,521	0
FRANKLIN	69.0	9.0	11.3	0.3	0.2	0.4	9.7	5.8	22.2	54.62	1,234	1
GADSDEN	3.3	70.2	24.1	0.0	0.4	0.8	1.2	8.7	14.1	85.37	4,633	1
GILCHRIST	77.6	4.3	13.5	0.2	0.1	0.1	4.2	4.2	21.6	46.99	2,858	1
GLADES	29.2	9.3	45.8	0.1	0.1	9.9	5.6	5.1	19.5	50.54	1,852	1

County												
GULF	77.0	9.3	6.5	0.4	0.2	0.2	6.4	1.5	24.0	44.71	1,901	1
HAMILTON	35.5	33.9	24.8	0.8	0.1	0.0	5.0	11.0	12.8	77.42	1,590	1
HARDEE	28.6	5.8	62.9	0.7	0.0	0.1	1.8	8.0	14.4	74.93	4,547	1
HENDRY	24.4	16.4	53.9	0.8	0.2	0.3	4.1	8.4	13.6	62.96	13,698	1
HERNANDO	54.5	8.1	29.5	1.4	0.1	0.2	6.3	3.5	16.5	53.46	23,734	0
HIGHLANDS	38.3	16.6	38.8	1.5	0.1	0.3	4.4	5.5	18.6	62.61	12,040	1
HILLSBOROUGH	28.7	20.5	40.7	4.5	0.2	0.2	5.3	12.1	15.2	42.29	220,437	0
HOLMES	86.8	2.6	4.0	0.3	0.0	0.1	6.3	0.0	17.0	65.52	3,013	1
INDIAN RIVER	48.1	18.5	26.8	1.3	0.1	0.1	5.2	5.8	16.8	49.76	16,621	0
JACKSON	55.1	29.9	6.4	0.5	0.0	0.3	7.7	1.6	19.6	52.63	5,801	1
JEFFERSON	18.4	58.2	19.4	0.6	0.1	0.0	3.3	6.6	21.5	73.75	701	1
LAFAYETTE	67.4	7.1	21.2	0.4	0.0	0.1	3.7	4.2	20.7	60.24	1,152	1
LAKE	43.9	16.2	31.6	2.4	0.3	0.5	5.1	5.9	16.9	38.33	47,982	0
LEE	30.4	13.6	51.0	1.5	0.1	0.1	3.2	20.8	11.9	47.73	102,506	0
LEON	35.5	42.2	11.3	4.2	0.1	0.1	6.6	4.4	17.3	41.15	31,645	0
LEVY	62.8	12.3	17.5	0.7	0.1	0.2	6.5	4.2	20.1	59.62	5,564	1
LIBERTY	75.9	7.8	11.8	0.2	0.2	0.2	3.8	2.2	22.3	43.96	1,249	1
MADISON	40.8	47.1	8.3	0.2	0.2	0.1	3.3	0.8	19.1	51.12	2,267	1
MANATEE	41.7	12.4	38.4	2.2	0.1	0.1	5.1	14.2	15.3	51.22	54,215	0
MARION	41.1	19.5	31.7	1.7	0.2	0.3	5.5	6.8	17.2	56.64	46,352	0
MARTIN	51.9	6.7	36.0	1.7	0.1	0.1	3.5	12.7	16.2	43.33	18,323	0
MONROE	38.6	14.1	42.5	1.2	0.1	0.1	3.5	18.2	18.5	47.18	8,928	1
NASSAU	76.4	6.8	9.6	1.0	0.1	0.2	5.9	1.5	16.4	37.86	12,575	1
OKALOOSA	59.6	10.7	17.2	1.7	0.4	0.3	10.1	6.4	17.5	50.39	32,047	0
OKEECHOBEE	42.9	5.6	46.5	0.9	0.1	1.0	3.0	10.0	24.1	80.11	6,143	1
ORANGE	23.4	23.7	44.7	4.9	0.3	0.2	2.8	16.3	12.2	38.82	207,308	0
OSCEOLA	19.5	12.2	62.8	2.1	0.2	0.3	2.8	19.0	12.9	51.68	75,314	0
PALM BEACH	27.2	28.1	38.3	3.0	0.1	0.6	2.7	18.9	16.7	44.82	191,304	0
PASCO	51.9	8.4	27.7	4.9	0.2	0.3	6.6	6.9	15.6	36.75	86,611	0
PINELLAS	49.2	19.2	21.3	4.0	0.3	0.1	5.9	8.1	15.5	44.98	87,876	0
POLK	30.9	21.4	43.0	1.5	0.2	0.2	2.8	11.6	15.8	63.92	116,440	0
PUTNAM	51.4	22.6	20.2	0.5	0.1	0.2	5.0	6.6	23.4	54.51	10,083	1

ST. JOHNS	66.9	5.7	13.8	6.6	0.1	0.1	6.7	1.8	17.6	20.72	52,324	0
ST. LUCIE	24.1	34.3	35.0	1.5	0.1	0.2	4.8	14.1	14.3	56.93	49,308	0
SANTA ROSA	73.3	5.0	9.9	1.6	0.4	0.3	9.5	1.3	16.3	43.95	29,624	0
SARASOTA	58.5	7.0	24.8	2.9	0.1	0.2	6.5	9.4	16.6	44.27	45,246	0
SEMINOLE	40.1	14.3	33.0	6.8	0.2	0.3	5.2	6.3	16.2	47.14	63,934	0
SUMTER	57.3	12.5	20.7	2.6	0.2	0.2	6.4	4.4	19.1	37.24	10,013	1
SUWANNEE	57.9	11.6	24.8	0.9	0.0	0.1	4.7	4.3	17.2	56.20	6,004	1
TAYLOR	62.9	25.7	3.7	0.5	0.1	0.3	6.9	0.0	21.4	64.90	2,524	1
UNION	76.6	11.4	4.2	0.3	0.0	0.1	7.4	0.8	20.8	47.08	2,309	1
VOLUSIA	50.9	16.3	24.9	2.0	0.2	0.2	5.5	5.0	20.2	52.63	61,724	0
WAKULLA	77.3	11.2	4.2	0.5	0.2	0.2	6.4	0.4	22.9	38.15	5,138	1
WALTON	68.6	4.8	19.6	1.2	0.2	0.5	5.1	7.3	16.7	47.46	12,007	1
WASHINGTON	73.0	14.1	4.0	0.4	0.3	0.4	7.8	0.6	21.6	46.74	3,286	1
DEAF/BLIND	44.1	19.5	25.8	5.9	0.4	0.0	4.3	5.7	99.6	76.65	512	0
FL VIRTUAL	47.6	10.0	31.9	3.3	0.2	0.2	6.9	0.9	9.3	30.77	9,035	N/A
FAU LAB SCH	38.9	12.1	26.6	15.6	0.1	0.2	6.5	0.0	5.2	23.15	1,326	0
FSU LAB SCH	46.3	21.9	20.0	5.9	0.1	0.1	5.8	3.2	9.4	26.63	2,561	0
FAMU LAB SCH	00.8	91.1	7.7	0.0	0.0	0.0	0.4	0.0	5.2	100	519	0
UF LAB SCH	43.4	19.7	24.5	4.6	0.0	0.1	7.7	0.0	7.6	27.44	1,363	0

Note. Rural classification is coded as 1 = rural, based on the following criteria: (a) a county with a population of 75,000 or less; (b) a county with a population of 125,000 or less that is contiguous to a county with a population of 75,000 or less; or (c) any municipality within a county as described above (Florida Health, 2023). Rural–urban classification for Deaf/Blind, FLVS, FAU Lab, FSU Lab, FAMU Lab, and UF Lab schools was decided based on their location.

Appendix B

Search Terms for Artificial Intelligence:

Artificial intelligence

AI

ChatGPT

CoPilot

Gemini

Large language model

LLM

Generative AI

AI generated

AI-generated

Search Terms for Academic Dishonesty and Plagiarism:

Academic integrity

Academic dishonesty

Cheating

Cheat

Plagiarism

Search Terms for Technology Misuse

Technology misuse

Technology

Computer

Digital

Appendix C

Example Codes of Conduct Excerpts

1. Define AI clearly

"Artificial Intelligence (AI) can be defined as **systems that produce work which utilizes generative pre-trained transformer (GPT) technology or similar large-language model software** that mimics a person's decision-making capability". (Martin)

"Artificial Intelligence (AI): **Computer systems that are taught to automate and perform tasks that typically require human intelligence**. AI includes a variety of applications and tools, including 'generative AI', such as ChatGPT." (Indian River)

2. Specify appropriate vs. inappropriate uses with clear guidelines

Guidelines for AI Use (Volusia)

Supplemental Aid: AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax. However, the bulk of the thinking, analysis, and composition should be the student's own.

Reference and Citation: If significant insights or phrases are borrowed from AI, these should be properly cited, much as a student would cite a human source.

Clarification, Not Substitution: Use AI for clarifying doubts or seeking explanations, not as a shortcut to avoid reading, analysis, and comprehension.

Learning, Not Completing: Use AI as a tool for learning, not just for task completion. The student's primary goal should be understanding and skill development, not simply finishing an assignment.

Tutoring, Not Completing: Use AI to ask questions as a student would their teacher. Just as the teacher would not provide "what are the answers," neither should AI.

Violations of the Student Code of Conduct

Any use of AI to complete assignments, tests, or projects in lieu of the student's own work will be considered cheating unless the use of AI was sanctioned and guided by the student's teacher. This includes using AI to bypass necessary steps in assignments, such as reading or analysis.

Submitting Generative AI Writing as Original Work: It is strictly prohibited to submit any AI-generated text as original work. This includes essays, poems, stories, or any other creative writing assignments. All submitted work must be the product of the student's own intellectual effort and analysis. AI may be used as a feedback mechanism as part of the writing process, but fully transparent citation of AI use is required.

Using AI When Prohibited: Teachers may explicitly prohibit the use of AI tools on any specific assignment or piece of schoolwork. Following the instructions provided by educators is crucial in maintaining academic integrity.

Fabricating or Manipulating Data: Employing AI to fabricate or manipulate data for research projects or assignments is strictly forbidden. All data presented must be accurate and represent genuine findings.

Unattributed Collaboration: Using AI as an uncredited collaborator in any project or assignment undermines intellectual honesty.

STUDENT USE OF ARTIFICIAL INTELLIGENCE IN THE CLASSROOM (Indian River)

The following will serve as guidelines for the responsible and ethical use of Artificial Intelligence (AI) by students in the Indian River County K-12 public school system. The integration of AI in the classroom is intended to enhance learning experiences, foster creativity, and prepare students for the future. Expectations, responsibilities, and ethical considerations to ensure a positive and safe learning environment are outlined below. By adhering to these guidelines, students contribute to a positive and ethical learning environment that harnesses the benefits of AI for educational purposes.

GUIDELINES FOR RESPONSIBLE AND ETHICAL USE OF ARTIFICIAL INTELLENGENCE	
Responsible Use	• Students are expected to use AI tools responsibly and for educational purposes only • Engaging in activities that compromise the integrity of the learning environment, disrupt class, or violate school policies is strictly prohibited.
Respect for Privacy	• Respect the privacy and dignity of others. • Avoid using AI tools to gather, share, or disseminate personal information without consent. • Refrain from creating, sharing, or participating in any content that invades the privacy of individuals, including classmates and educators.
Academic Integrity	• Maintain academic honesty and integrity when using AI tools. • Understand and abide by school policies regarding plagiarism and academic misconduct. • Do not use AI to cheat, plagiarize, or produce work that is not your own.
Appropriate Content	• Be mindful of the content generated or shared using AI tools. • Avoid creating, sharing, or promoting content that is discriminatory, offensive, or harmful to others based on factors such as race, gender, ethnicity, religion, or disability.
Appropriate Use of Technology	• Use AI tools in accordance with teacher instructions and curriculum guidelines. • Avoid using AI tools for non-educational purposes, including but not limited to gaming, social media, or any activities that may distract from the learning objectives.
Supervision and Guidance	• Understand that the use of AI tools may require supervision and guidance from teachers or school staff. • Seek assistance when needed and follow instructions provided by educators to ensure the effective and appropriate use of AI in the learning process.
Reporting Misuse	• Report any misuse or inappropriate use of AI tools to teachers, administrators, or other school personnel. • Encourage a culture of responsibility and accountability among peers to maintain a safe and supportive learning environment.
Updates and Compliance	• Stay informed about updates, guidelines, and policies related to the use of AI in the classroom. • Comply with any changes made to ensure continued responsible and ethical use of AI tools.

3. Address both academic integrity and technology misuse

Deepfakes and AI-Generated Material (Palm Beach)

The creation, distribution, or use of digitally manipulated content (videos, images, audio), known as deepfakes, to misrepresent someone as doing or saying something they did not actually do or say, is strictly prohibited. **This includes the malicious use of deepfakes or any AI-generated material to harm, deceive, bully, or defame others**. Educational use of deepfakes and AI-generated material is permitted only if it is clearly labeled as such and has been pre-approved by a teacher or administrator. Transparency and obtaining consent from any individuals depicted are mandatory requirements. Violations of this policy will result in disciplinary action, which may include suspension, expulsion, or legal action, depending on the severity of the offense. Any suspected misuse should be reported to school authorities immediately for prompt investigation and appropriate action. The school is committed to providing education on the ethical use of digital media, with a focus on understanding the implications and potential harms of deepfakes and other AI-generated content.

4. Outline clear consequences

CHEATING/PLAGIARISM/FALSIFYING DOCUMENTS (Hernando): To influence by deceit, fraud, dishonesty/to steal and pass off the ideas or words of another as one's own, without crediting the source. Including but not limited to:

    1. Using or consulting any materials or personal electronic devices/wireless communication devices not authorized by the teacher during a test
    2. Unlawfully accessing tests or answer keys through physical or electronic means
    3. Providing or receiving questions, answers or work to or from another student
    4. Using any type of artificial intelligence (AI) to complete assignments or assessments without teacher permission
    5. Incorporating the words, sentences, paragraphs, or part of another person's writings

	First Offense	Second Offense	Third Offense*
Elementary (K-5)	Parent Notification Loss of Privilege 1-5 days Zero (0) or reduced credit on assignment	Parent Notification ISS 1-2 days Zero (0) on assignment	Parent Notification ISS 2-3 days Zero (0) on assignment
Secondary (6-12)	Parent Notification Admin Warning, Admin Detention, or Lunch Detention Zero (0) or reduced credit on assignment	Parent Notification ISS 1-2 days Zero (0) on assignment	Parent Notification ISS 2-3 days Zero (0) on assignment

*NOTE: Loss of Privilege may include lunch detention, loss of field trip, inability to attend school related games/events, etc. Any offenses after the third offense may be considered Gross Insubordination and receive up to Level 3 consequences.

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