

Guidelines on the Use of Generative Artificial Intelligence for Staff and Students

Onslow County Schools



Purpose

This document seeks to define how Onslow County Schools (OCS) will address the use of generative Artificial Intelligence (gAI) by staff and students. The guidelines for the ethical and safe use of gAI described in this document will establish a starting point for widespread use of gAI across the district, and these guidelines will be continuously monitored, evaluated, and modified as necessary as the technology itself continues to develop.

Foundation

The foundation of this document is an amalgamation resulting from the study and use of the following resources:

1. “North Carolina Generative AI Implementation Recommendations and Considerations for PK-13 Public Schools”. North Carolina Department of Public Instruction. January, 2024.
2. “Artificial Intelligence and the Future of Teaching and Learning”. U.S. Department of Education Office of Educational Technology. May, 2023.
3. “Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for Educators.” European Commission. September, 2022.
4. “The State of AI in Education. Artificial Intelligence in Education 2024 Report.” Carnegie Learning. 2024.
5. “Developing Guidelines for the Use of Generative Artificial Intelligence in Local Government.” Kristi Nickoden, UNC School of Government. March, 2024.
6. “Developing Policy and Protocols for the Use of Generative AI in K-12 Classrooms.” Oregon Department of Education. March, 2023.
7. “Generative AI Guidelines”. Clover School District. 2024.
8. “How Artificial Intelligence will impact K-12 teachers” Bryant, et al. (2020).



Background

Generative AI is a subset of Artificial Intelligence technologies that focuses on creating new content such as text, images, music, or code from existing data in response to a user’s inputs or prompts. The recent proliferation of AI tools has happened at a pace previously unseen, with the World Economic Forum projecting that AI skills will be one of the top three priorities of businesses within the next 3-4 years.

To continue preparing our students for success after their journey through OCS, it is imperative that we provide them with access to as many tools as possible. Our history of

innovation and commitment to excellence has been evidenced by our acclaimed 1:1 laptop program for over a decade, and we must keep stride with industry and academia in the tools with which we arm our students and staff. Just as our approach to the 1:1 laptop program, we must be purposeful and guarded in our approach to the adoption of gAI. As with any other initiative, we must always remember that our core business is instruction and is what should drive all our efforts. This document will serve as the cornerstone of our implementation of gAI, and it is our intent to use this guide as a building block for designing our district’s official policies and procedures concerning the use of gAI by students and staff.

Vision

Similar to our approach to the 1:1 laptop program, our initial focus will be on developing gAI literacy among our staff. Professional development modules developed by our Digital Learning and Teaching Facilitators will be delivered beginning at the outset of the new school year (2024-2025) with continual updates/checkpoints throughout the year. It is imperative that all staff are well versed in the inherent weaknesses and risks of using gAI, from understanding the potential inclusion of bias within gAI responses to ensuring that student data privacy and confidentiality is maintained. Likewise, staff should also be keenly aware of the promise of using gAI to enhance instruction and assist in automating some of the menial tasks that all educators must complete and that take away precious time from focusing on the students that we serve. It is the aim of the Instructional Technology Department to provide each staff member with the knowledge of both positive and potential negative ramifications of the use of gAI and how it can make an impact within their classroom. It is also important to note that we view gAI as another tool in their toolkit that educators can use at their discretion. While we believe that gAI has great promise in enhancing instruction through greater differentiation, inclusion and automation, the use of gAI should only occur once a teacher is comfortable and confident with its use. There is no expectation that gAI be used to do anything except supplement the teacher’s expertise in the art and science of teaching.



As our staff are being trained in the use of gAI, we will also be exploring potential uses and solutions of gAI for our students. It is imperative that we take a careful, guarded approach to student use of gAI, and do so only once we are sure that appropriate guardrails are available and in place to address potential security, privacy, and ethical issues that may arise from its use. For example, choosing a gAI solution that does not “learn” from student prompts while also instructing students not to enter confidential or personally identifiable information in gAI prompts is of paramount importance. Similarly, teaching students appropriate, ethical uses of gAI will also empower them with a new tool that can help further their academic or occupational exploits.

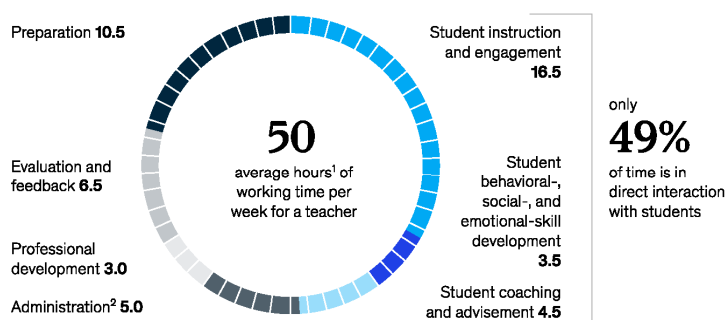
OCS has made an initial investment in subscriptions to *MagicSchool AI* for all staff. This particular solution was selected because of its affordability and, more importantly, the fact that it was purpose-built for the K-12 space. We envision that *MagicSchool AI* will help teachers

throughout the instructional process, from assisting in the creation of lesson and unit plans to aiding the development of both formative and summative assessments. We believe that tools such as *MagicSchool AI* can serve as a catalyst for innovation and engagement while allowing a teacher to focus on the specific needs of his/her students. Additionally, 100 licenses for *Microsoft Copilot* have been acquired for key administrative positions to judge its effectiveness. (It is important to note that the specific tools or solutions mentioned in this document are those being considered today and may change as new developments occur. The focus of this document is to develop general guidelines on the use of gAI and not to focus on one specific solution.)

Studies have shown that most teachers dedicate at least fifty hours per week to work. Of that time, approximately only 50% is spent in direct student instruction and engagement. As can be seen in the graphic below, teachers spend as much time in preparation, evaluation and on administrative tasks as they do in instruction. It is these very types of non-instructional tasks that we believe gAI shows the most promise in having an immediate positive impact. When considering that more and more beginning teachers come to us each year with little to no pedagogical training, every minute that can be focused on learning and practicing their craft becomes even more important.

Teachers work about 50 hours a week, spending less than half of the time in direct interaction with students.

Activity composition of teacher working hours, number of hours



¹ Average for respondents in Canada, Singapore, United Kingdom, and United States.

² Includes a small "other" category.

Source: McKinsey Global Teacher and Student Survey

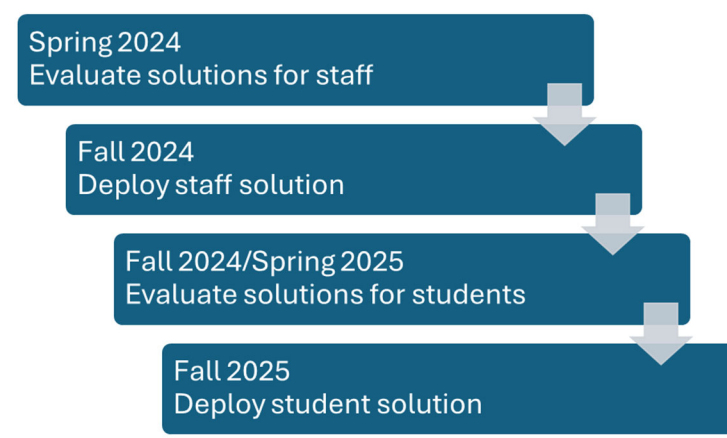
McKinsey
& Company

Timeline

Our current trajectory includes rolling out *MagicSchool AI* to all staff members for use and evaluation during the 2024-2025 school year. As we evaluate the efficacy of *MagicSchool AI*, we will also begin preparation to roll out a gAI solution for students. The timeline for that rollout will be determined by lessons learned through the teacher rollout and the commercial development of solutions appropriate for K-12 students. Deployment of gAI solutions for students will only occur after thorough evaluation of available solutions and the assurance that our teachers have been adequately prepared. It is anticipated that readiness for the rollout of a

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student gAI solution will occur during the spring semester of the 2024-2025 school year at the earliest, with the beginning of the 2025-2026 school year being the most likely time frame.



Ethical Considerations

All users of gAI should exercise caution when using it and should be aware of the potential pitfalls of its use. Users should be aware that gAI responses could contain elements such as racial bias or discriminatory language in its responses. Additionally, users should always verify any information generated by gAI to confirm its accuracy. Consumers of gAI should approach its responses as a starting point for any project, assignment, etc. and not solely rely on AI-generated content for the entirety of the work.

One of the most common negative connotations associated with gAI is the potential for academic dishonesty (e.g. students turning in gAI-generated content as their own). OCS Board Policy Code: 4310 Integrity and Civility addresses all means and methods of academic dishonesty, including the use of gAI. Professional development modules for staff will include best practices and tips/tricks for staff to identify content that may have been created by gAI. Additionally, OCS Board Policy Code: 3230/7330 Copyright Compliance addresses the topic of copyright infringement in any manner, which includes using tools/services such as gAI. The use of gAI tools to cheat, plagiarize, bully, or harass is strictly prohibited.

With these potential issues in mind, teachers may be tempted to use third party “AI Detection” solutions that attempt to identify student work possibly created via gAI. In the relatively short time since the advent of gAI, there has been research done on the efficacy of using such solutions, and the vast majority of the research suggests that the use of such tools can potentially lead to **widening** the digital divide instead of helping close it. For example, the work of English language learners may result in a higher frequency of false positives than for native English speakers. Educators should NOT rely on the accuracy of gAI detection solutions solely for determining if a student “cheated” on their work. Using the results of gAI detection solutions as opportunities for student growth and better understanding of proper usage of gAI would be

more beneficial for students. The graphic below depicts other reasons why such solutions may be an issue for educators and students alike.

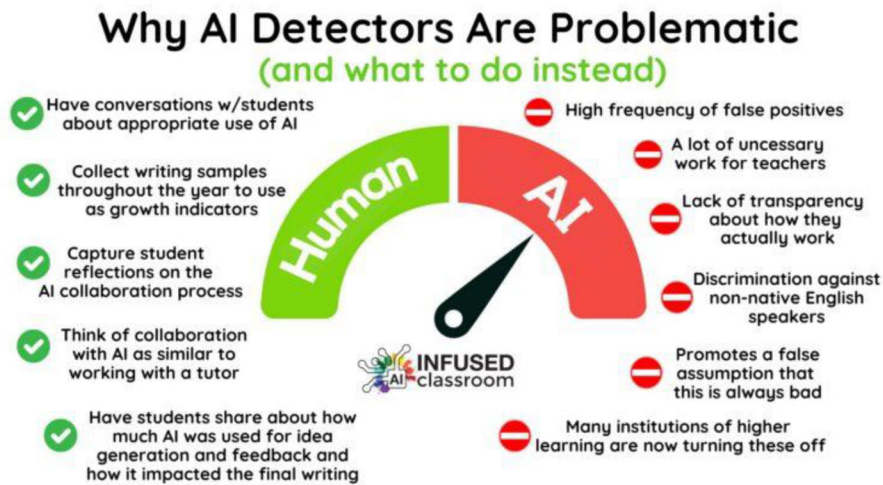


Image credit: Use with permission from Holly Clark of The Infused Classroom, <https://www.hollyclark.org/2023/09/22/why-ai-detectors-are-problematic-and-what-to-do-instead/>

Data Security and Privacy

Users of gAI should exercise caution to ensure that data security and privacy are maintained. Staff and student users must understand that personally identifiable information (PII) should never be used in gAI prompts. District staff are responsible for making teachers aware of the importance of sound digital hygiene practices and teachers are responsible for ensuring students are aware. District staff are responsible for verifying that any gAI solution/service/tool that is selected for use are in compliance with all federal, state and local mandates (CIPA, COPPA, FERPA, HIPPA, etc.). Any site- or district-based solution must also meet and document the recently released requirements for student data privacy and security as mandated by the North Carolina Department of Public Instruction (NCDPI).



Instructional Considerations

With the introduction of any new tool, process, or resource, teachers must adapt their classroom management strategies to ensure a smooth adoption and to adequately level-set expectations. Similar to the “Level 1, 2, or 3” strategy for the use of student laptops throughout the day, we suggest teachers develop acceptable use policies for gAI within their classroom. One suggestion is to follow the recommendation for distinguishing appropriate levels of gAI use by students found in the graphic below. The image may also be downloaded at https://go.ncdpi.gov/AI_Assessment_Scale.

Can I Use AI on this Assignment?

Generative AI Acceptable Use Scale

Generative AI refers to any of the thousands of Artificial Intelligence tools in which the model generates new content (text, images, audio, video, code, etc)
This includes, but is not limited to, Large Language Models/ LLMs such as ChatGPT, Google Bard, etc, Image creators such as Dall-E3, Adobe Firefly, and any tools with built in generative AI capabilities such as Microsoft CoPilot, Google Duet, Canva, etc etc)

	Level of AI Use	Full Description	Disclosure Requirements
0	NO AI Use	This assessment is completed entirely without AI assistance. AI Must not be used at any point during the assessment. This level ensured that student rely solely on their own knowledge, understanding, and skills.	No AI disclosure required May require an academic honesty pledge that AI was not used.
1	AI-Assisted Idea Generation and Structuring	No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
2	AI-Assisted Editing	No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work to improve the final output.	AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission.
3	AI for Specified Task Completion	AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. You are responsible for providing human oversight and evaluation of all AI generated content.	All AI created content must be cited using proper MLA citation. Link(s) to AI chat(s) must be submitted with final submission.
4	Full AI Use with Human Oversight	You may use AI throughout your assessment to support your own work in any way you deem necessary. AI should be a 'co-pilot' to enhance human creativity. You are responsible for providing human oversight and evaluation of all AI generated content.	You must cite the use of AI using proper MLA or APA citation. Link(s) to AI chat(s) must be submitted with final submission.

Adapted by Vera Cubero for the North Carolina Department of Public Instruction (NC DPI) from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh
 Link to Original Work



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The same document also provides some examples of appropriate vs. inappropriate use of gAI by students:

Examples of Appropriate gAI Use	Examples of Inappropriate gAI Use
Explain topic in a way that I can understand	Using gAI without permission from teacher
Help me brainstorm and explore ideas	Completing an entire assignment, homework, or assessment with gAI
Help me study for an upcoming assessment	Not reviewing and verifying AI response for hallucinations or inaccuracies
Provide feedback on my work for areas of improvement	Not revising the gAI output so it reflects your human voice and style
	Not being transparent about and disclosing or citing your work with gAI

As our staff becomes more knowledgeable about the use of gAI across the curriculum, we anticipate the creation of homegrown resources that will aid teachers to better incorporate gAI in a manner that best suits the unique students we serve. Our cadre of Digital Learning and Teaching Facilitators will work hand-in-hand with Curriculum Coordinators, Instructional Coaches, Media Coordinators, and teachers to develop resources and collections of best practices that can be immediately implemented within the classroom. As we mature in our understanding and usage of gAI, this document will be updated as necessary and will incorporate the usage of gAI for students once we are more prepared from both an instructional and technical perspective.