



Generative AI in Hoke County Schools

Revised April 2025

Revision History

The log below is essential due to the rapidly evolving nature of generative AI and its increasing impact on education. As tools and best practices continue to shift, it is important that these guidelines remain current, responsive, and aligned with the latest developments. By maintaining a clear record of changes, we provide transparency and accountability while also helping readers quickly identify updates that may affect policy, classroom use, or professional development. This approach ensures ease of use and reinforces our commitment to thoughtful, adaptive implementation of Generative AI in our school system.

Portions of this document were collaboratively drafted with the assistance of OpenAI's ChatGPT (April 2025 version) to enhance clarity, structure, and consistency.

August, 2023	"v1. HCS AI Usage Guidelines" adopted.
June, 2024	"v2. HCS GenAI Guidance" adopted based on NC DPI guidelines.
May, 2025	"v3. Generative AI in Hoke County Schools" developed and adopted in conjunction with individual guides for staff, parents, and students. Introduction rewritten. Expanded guidance provided in the areas of AI Literacy, Core Principles. Added GenAI definition, Glossary, References, and Revision History..

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Introduction

Generative Artificial Intelligence (GenAI) is rapidly reshaping the landscape of education, offering powerful tools that can enhance how students learn and how educators teach. As a district committed to preparing students for the demands of the modern world, Hoke County Schools recognizes the tremendous potential GenAI holds to enrich instruction, foster creativity, and support academic growth. At the same time, these emerging technologies require thoughtful guidance to ensure they are used ethically, responsibly, and effectively in our classrooms.

In alignment with the *North Carolina Generative AI Implementation Recommendations and Considerations* (available at go.ncdpi.gov/AI_Guidelines), this document is intended to help district leaders, educators, and staff navigate the complexities of integrating GenAI in educational settings. While GenAI provides unparalleled opportunities for research, writing, and creative expression, it also introduces important questions related to originality, authorship, and academic integrity. This guidance outlines clear expectations for appropriate and inappropriate uses of GenAI, empowering faculty, staff, and students to engage with these tools in ways that promote learning, skill development, and innovation.

The purpose of GenAI in education is to augment—never replace—the thinking, effort, and creativity of students and educators. These tools are intended to support teaching and learning, not to complete tasks on a person's behalf.

This document outlines key principles and provides examples of GenAI use across the following domains:

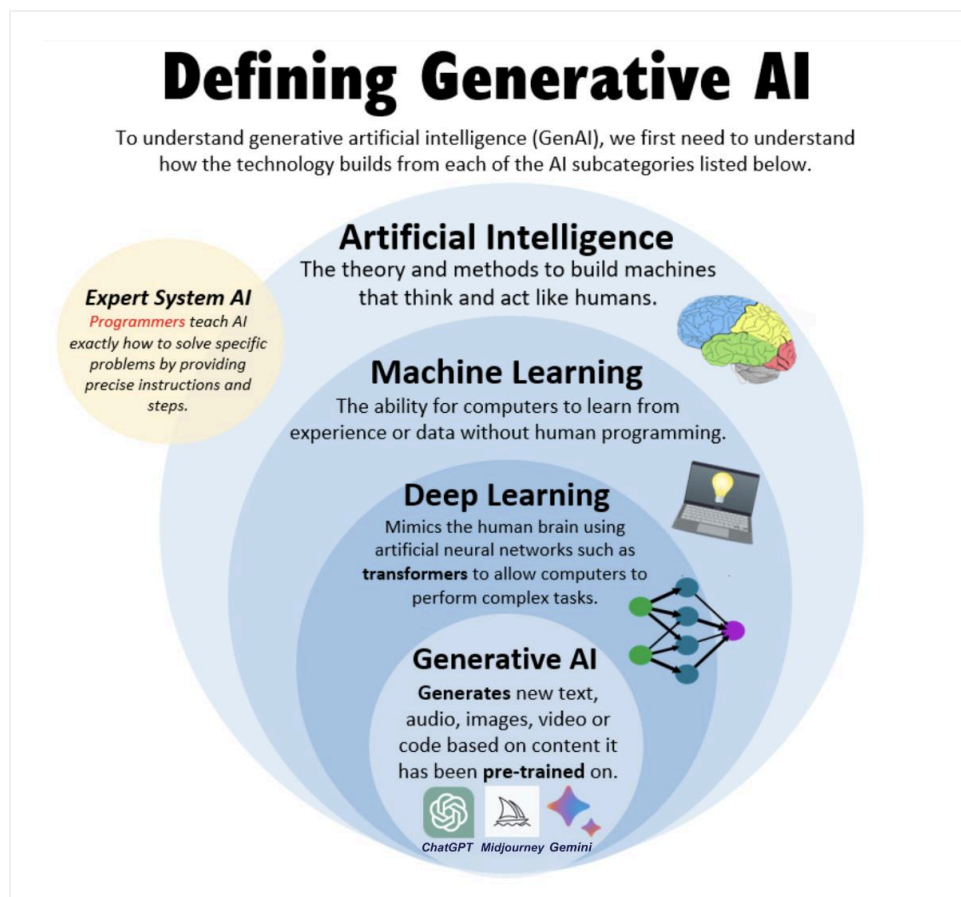
- **Transparent Use** – The clear and open disclosure of GenAI tools used in the creation of work, following formal attribution practices. Transparency ensures that all parties understand when and how AI has contributed to a student's work.
- **Verification of Content Accuracy** – A process of critically reviewing and fact-checking GenAI outputs to confirm their accuracy. This step is essential to mitigate the risks of AI-generated false information (also known as “hallucinations”) and potential biases embedded in the content.
- **Originality** – The use of GenAI to enhance—not substitute—a student's own creative thinking. This principle promotes awareness of plagiarism and emphasizes the importance of producing authentic, student-generated work.

As GenAI technologies continue to evolve, this guidance will be regularly updated to reflect emerging best practices and new developments. Hoke County Schools is committed to creating meaningful opportunities for exploration and growth in this dynamic field. We look forward to seeing how our students and staff will responsibly leverage GenAI to expand the possibilities of teaching and learning.

Defining GenAI

Generative Artificial Intelligence (GenAI) refers to a class of AI technologies designed to create original content—including text, images, audio, video, code, and more—based on patterns it has learned from vast amounts of existing data. Unlike traditional AI systems that simply categorize or retrieve information, GenAI can generate new material in response to prompts, making it a powerful tool for communication, creativity, and problem-solving. Popular tools like ChatGPT, DALL·E, and Google Gemini are examples of GenAI systems that are increasingly accessible in educational settings.

In the K–12 context, GenAI can serve as a valuable assistant to both educators and students. Teachers may use it to generate lesson ideas, differentiate instruction, or provide feedback on student writing. Students might use GenAI to brainstorm ideas, get explanations of complex topics, or practice writing skills. However, while these tools can enhance the learning experience, they also raise questions about academic integrity, digital citizenship, and equitable access. Understanding what GenAI is—and how it should and should not be used—is essential to creating a learning environment that is innovative, responsible, and aligned with the district’s instructional goals.



Source: aiforeducation.io

Teach, Not Block

Hoke County Schools recognizes that simply blocking access to Generative AI is not a sustainable or forward-thinking solution. While concerns about academic integrity and misuse are valid, restricting access does little to prepare students for the reality of a world where AI is becoming increasingly integrated into daily life and work. Instead, the district is committed to fostering responsible, informed use through clear guidance and instruction. As with the internet, calculators, or any powerful tool, the emphasis must be on teaching students how to use AI wisely—not avoiding it altogether.

The World Economic Forum's *Future of Jobs Report 2023* identifies analytical thinking, creative thinking, and AI and big data as top skills that will continue to grow in demand through 2027, with over 75% of companies expected to adopt AI technologies in some form (World Economic Forum, 2023). Similarly, the U.S. Department of Education emphasizes in its *2023 Artificial Intelligence and the Future of Teaching and Learning* report that “developing AI literacy is increasingly essential for full participation in civic, economic, and social life” (U.S. Department of Education, 2023). Future employers will expect students to be both familiar with AI tools and capable of using them ethically, critically, and creatively across a range of real-world tasks. Blocking these tools delays students’ opportunities to develop these essential, future-ready skills.

This emphasis on future-ready skills also aligns with the state's *Portrait of a Graduate*, which outlines the essential competencies students need for success beyond high school. Among the six core competencies—adaptability, collaboration, communication, critical thinking, empathy, and learner’s mindset—many are directly supported by the thoughtful use of Generative AI. For example, using GenAI tools to brainstorm ideas or explore global perspectives can enhance collaboration and communication skills, while verifying AI-generated content promotes critical thinking and digital discernment. By teaching students how to use AI as a supportive tool—not a shortcut—we are reinforcing the very attributes the state has identified as vital to producing capable, adaptable graduates ready to thrive in a rapidly evolving workforce.

AI fluency—the ability to understand, interact with, and critically assess AI—is becoming as foundational as digital literacy. As AI continues to shape industries ranging from healthcare and finance to media and education, our students must be prepared to navigate and contribute to an AI-enabled world. By allowing access to GenAI in a guided educational setting, Hoke County Schools can ensure students learn to use these tools thoughtfully and responsibly. This proactive approach not only protects academic integrity but also empowers students to become capable, ethical, and competitive participants in their future careers and communities.

AI Literacy

Implementation Roadmap

The suggested roadmap for the responsible implementation of Generative AI tools in Hoke County Schools is adapted from North Carolina's Public Schools provided guidance (adapted from AI for Education's ['AI Roadmap for K12 Schools'](#)).



1. Establish a Foundation

Before Generative AI can be meaningfully integrated into classrooms, it is critical to establish a strong foundation rooted in clear expectations, policies, and support structures. This begins with developing district-wide guidelines for responsible AI use, aligned with legal, ethical, and educational standards. Policies should address appropriate and inappropriate uses of GenAI, privacy considerations (especially for student data), academic integrity, and equitable access. Leadership teams should also define approved tools and platforms, working closely with IT, curriculum, and legal departments to vet and authorize technology that meets security and instructional needs.

- Host an introductory meeting & training for district & school leaders, board, student leaders & other key decision makers
- Create a cross functional team & develop detailed PSU-wide AI guidelines to guide the responsible implementation of AI into public schools. Include leaders, teachers, students, & community members
- Review current EdTech providers deploying generative AI to vet their safety, privacy, reliability, and efficacy, to determine if they are appropriate to be used for your school, and which users they will be open to based on their Terms of Service and school or district policies

2. Develop Your Staff

Professional development is essential to ensuring that educators are both confident and competent in using Generative AI effectively. The first step is offering tiered training that meets staff at different experience levels, from introductory workshops on "What is GenAI?" to advanced sessions on instructional design with AI assistance. Emphasis should be placed on ethical use,

transparency, critical evaluation of outputs, and creative instructional applications. Embedding these training opportunities into existing PD structures (such as early release days, summer institutes, or PLCs) can increase participation and foster sustainable growth.

- Ensure successful implementation, targeted ongoing, job-embedded professional development for educators on generative AI including its impact, effective use, capabilities, limitations, concerns & responsible generative AI use should be provided for all staff
- Share PSU AI guidelines draft for feedback; work with teachers on what the guidelines mean for their classroom
- Support teachers in updating their syllabi and/or classroom policies to include AI integrity guidelines that align with PSU guidelines
- Work with teachers to help them rethink plagiarism and academic integrity in the AI Age and support them in shifting pedagogical approaches to support future ready learning in the Age of AI.

3. Educate Students and Community

Students must be explicitly taught how to interact with Generative AI tools thoughtfully, ethically, and effectively. Instruction should begin with digital citizenship principles—such as transparency, verifying accuracy, and maintaining originality—and be developmentally appropriate across grade levels. Early lessons can focus on foundational AI literacy (e.g., what AI is and is not), while secondary students can dive deeper into ethical considerations, intellectual property rights, and real-world applications. Curriculum-aligned activities can offer hands-on opportunities for students to responsibly leverage GenAI in support of research, writing, creative projects, and problem-solving tasks.

Community engagement is equally important. Parents and guardians should be informed about how GenAI is being used in schools and why it is critical for their children's future readiness. Hosting information sessions, publishing FAQs, and providing sample student projects can help demystify the technology and reinforce the district's commitment to safe, ethical use. Building strong community partnerships will foster transparency, address misconceptions early, and help ensure that students have consistent messaging about responsible AI use both at school and at home.

- Share AI guidelines at school-wide events including parents and guardians to build common understanding
- Teachers review guidelines in each classroom along with syllabi & examples of appropriate & inappropriate student use
- Implement generative AI training to upskill students and ensure they are prepared to mitigate any biases, inaccuracies or issues that may arise and utilize generative AI effectively as a learning partner

- Provide content reviews and ongoing opportunities for training and learning to teachers and the school community

4. Assess and Progress

Ongoing evaluation is vital to ensure that GenAI implementation supports district goals and student outcomes. Establish regular review cycles to collect feedback from teachers, students, and families about how AI tools are being used, what challenges exist, and where further support is needed. Data collection methods could include surveys, focus groups, classroom observations, and reviews of student work products that incorporate GenAI. Evaluations should assess not just tool usage rates, but also instructional impact and alignment with competencies such as critical thinking and collaboration.

Based on this feedback, the district should continuously refine its GenAI practices, update professional development offerings, and revise policies as needed. It is essential to maintain flexibility, as AI technologies will continue to evolve rapidly. Establishing a growth mindset toward implementation—where pilot programs, innovation grants, and teacher-led action research are encouraged—will help the district stay agile. Publishing periodic updates to the community will further demonstrate transparency and reinforce the district’s commitment to thoughtful, future-focused educational practices.

- Create a plan for constant review & reevaluation of academic guidelines in light of AI evolution and advances
- Evaluate new AI tools for appropriateness to launch pilot programs
- Continuous updating & training across school community including sharing exemplars & opportunity to express concerns
- Elevate best practices for generative AI implementation from across community & partner

Roles and Responsibilities

The successful and ethical integration of Generative AI into the educational environment requires a shared commitment from all members of the school community. Clear roles and responsibilities help ensure that AI tools are used thoughtfully, transparently, and in alignment with district policies and educational goals. By working together, district leadership, teachers, students, and families can create a learning environment where AI enhances creativity, critical thinking, and skill development, while maintaining the highest standards of integrity and digital citizenship.

District and School Leadership

District and school leaders are responsible for **setting the vision** and creating the conditions necessary for the successful and responsible integration of Generative AI. This

includes **providing access** to vetted AI tools, **offering professional development** and training opportunities, and ensuring **clear communication** of expectations and best practices. Leadership teams must also oversee compliance with district policies, monitor the ethical use of AI systems, and continuously **evaluate the impact of AI** initiatives on teaching, learning, and school operations.

Teachers

Teachers play a critical role in modeling and guiding the responsible use of Generative AI in the classroom. They are responsible for **integrating AI technologies into instruction** where appropriate to enhance student learning, while ensuring that their use aligns with district guidelines and curricular goals. Teachers should also **provide explicit instruction** to students on ethical AI practices, including transparency, originality, and content verification. In addition, they are expected to **actively monitor the use of AI** in classroom assignments and projects to uphold academic integrity and foster critical thinking skills.

Students

Students are expected to **engage with Generative AI tools responsibly**, ethically, and in accordance with district policies. They must **use AI as a support for learning**—not as a replacement for their own thinking—and are responsible for maintaining originality in their work and properly disclosing any use of AI assistance. Students should approach AI outputs critically, **verifying information** and applying their own judgment before integrating AI-generated content into their academic work.

Parents and Guardians

Parents and guardians serve as essential partners in supporting students' responsible use of Generative AI. They are encouraged to **familiarize themselves** with the district's AI guidelines, **engage in open conversations** with their children about appropriate technology use, and reinforce the values of academic honesty, critical thinking, and digital responsibility at home. By staying informed and involved, parents and guardians can help ensure that students develop healthy, ethical habits in their use of AI technologies both inside and outside of school.

What Literacy Looks Like

All students should have basic AI literacy before interacting with AI chatbots, even those created and monitored by teachers on platforms such as SchoolAI, Magic School Student, Fobizz, and Mizou. Students should have an understanding of what AI is and is not, how it works, and the concerns and limitations of the technology. Students should be cognitively ready to critically evaluate all AI outputs for inaccuracies and bias as well. Because our youngest learners are not developmentally ready to completely understand this technology, we do not recommend the use

of AI chatbots in early elementary school, even those that are created and monitored by the teacher. However, students of all ages can begin developing AI literacy.

Recommended Student AI Literacy Timeline

PK-5 Learn About AI	6-8 Learn About AI Learn With AI	9-13 Learn About AI Learn With AI
Direct student interaction with Chatbots is not recommended for PK-5. Focus on: • K-5 Computer Science Standards • Digital Citizenship • Media Literacy, including awareness of AI generated content • NC Digital Learning Standards • NC Portrait of a Graduate • Learn about AI in age-appropriate contexts <i>Always follow Terms of Service, CIPA, COPPA, FERPA, and PSU/District 3rd Party App policies.</i>	After learning about AI, students may begin learning with AI using teacher created and monitored chatbots. Continue Focus on: • Computer Science • Digital Citizenship • Media Literacy, including awareness of AI generated content • Data Literacy • NC Digital Learning Standards • Portrait of a Graduate • Learning ABOUT AI <i>Always follow Terms of Service, CIPA, COPPA, FERPA, and PSU/District 3rd Party App policies.</i>	After learning about AI, students may begin learning with AI in more independent use cases. Continue Focus on: • Computer Science • Digital Citizenship • Media Literacy, including awareness of AI generated content • Data Literacy • NC Digital Learning Standards • Portrait of a Graduate • Learning ABOUT AI <i>Always follow Terms of Service, CIPA, COPPA, FERPA, and PSU/District 3rd Party App policies.</i>

AI Literacy Recommendations by Grade Span

Elementary Grades

- **Direct** student interaction with AI chatbots, even those created and monitored by teachers, is **not** recommended for elementary students because our youngest students are not cognitively ready to completely understand AI or critically evaluate content for inaccuracy and bias.
- Increase **focus on media literacy**, including recognition that images and video may be manipulated by AI, to become more critical consumers of all kinds of media.
- Allow students to provide input into colors, shapes, events, etc in teacher/AI generated stories & images using educational tools such as Adobe Express and Canva.
- Basic coding to build computational thinking using code.org activities and using robots such as BeeBots, Sphero etc.
- Online and offline problem-solving activities to build computational skills

- AI awareness discussions—simple conversations about how AI is part of their daily lives, such as voice assistants, GPS etc.
- Creating of creative content utilizing education specific creativity tools such as the Generative AI Image tools in Canva Edu ([Terms of Service](#)) or Adobe Express ([Student Privacy](#))
- Learning.com lessons ('Ethics of AI with Sal,' and 'Talking Tech: AI Impact')

Middle Grades

- **Learn ABOUT AI**

- 5 min critical thinking activity (no AI use required) [AI Snapshots for Gr. 7-8](#) by aiedu.org
- Common Sense Media [AI Literacy Lessons G. 6-12](#)
- Code.org '[How AI Works' Video Series](#)'
- Common Sense Media [AI Literacy Lessons G. 6-12](#)
- Which Face is Real- <https://whichfaceisreal.com/>
- AI for Education Uncovering Deep Fakes Lesson & Discussion Questions
- Analyze images in Google Image search by using 'About this image' (3 dots→ about this image; to reveal info about it)
- Recognize other methods of identifying current AI generated images by visual analysis for distortions, looking for watermarks, file name, etc (noting AI image generators are improving so won't always be able to distinguish from human generated)
- Middle school students may also benefit from awareness of potentially unsafe and irresponsible uses of AI in social media applications such as SnapChat MyAI and even in the video games they play
- Learning.com lessons ('Understanding AI Bias,' 'How is AI Trained?', 'AI Chatbots & Friendship', and 'What is AI?')

- **Learn ABOUT and WITH AI (with permission)**

- View, evaluate, and create AI generated content using generative image tools in creative apps such as Canva and Adobe Express to enhance AI Literacy, creativity, collaboration and critical thinking.
- Interact with teacher-created AI assignments on tools such as [Schoolai.com](#) ,Magicschool Student, Fobizz, etc that do not require student account creation, can be overseen by teachers, and are FERPA, COPPA compliant
- Always carefully review privacy policies and ensure district approval and compliance with parent/guardian permissions for any AI tool(Ex. SchoolAI [Privacy Policy](#))

High School

- **Learn ABOUT AI (no AI required)**

- 5 min critical thinking [AI Snapshots for Gr. 9-12](#) by aiedu.org
- Common Sense Media [AI Literacy Lessons G. 6-12](#)
- AI for Education Uncovering Deep Fakes Lesson & Discussion Questions <https://www.aiforeducation.io/ai-resources/uncovering-deepfakes>
- Code.org "[How AI Works' Video Series'](#) Analyze AI Images to see if they can pick out the AI images (this-person-does-not-exist.com/en, <https://www.whichisai.com/>, <https://realoraigame.com/game.html>)
- Analyze images from viral social media posts etc using Google Image search using 'About this image'
- In corner of image, click the 3 dots→ about this image to see metadata, history, etc
- Test & evaluate the accuracy of an AI image detection tool such as aiornot.com
- View, evaluate, and create AI generated content in educational apps such as Canva and Adobe Express to enhance AI Literacy, creativity, collaboration and critical thinking
- Gain awareness of the potentially unsafe and irresponsible uses of AI such as in social media applications such as SnapChat MyAI and even in the video games they play
- Interact with teacher created AI assignments on tools such as [Schoolai.com](#), MagicSchool Student, Fobizz, etc that do not require student account creation, can be overseen by teachers. Always ensure any tools are approved by the district and are FERPA, COPPA compliant (ex. School AI [Privacy Policy](#))

- **Learn ABOUT and WITH AI (13+ Requires use of AI)**

- 13+ may begin utilizing LLM tools such as ChatGPT with district/school & parental consent (after training)
- [AI for Education Lessons 1-4 for Gr. 9-12](#)
- Teacher-guided prompting to help them learn how to use genAI tools responsibly as a learning partner to expand their own creativity and critical thinking abilities.
- Maintain a prompt library to evaluate prompts used
- Maintaining Prompting Libraries
- Participating in 'Prompt-athon' competitions
- Advanced- Building AI agents or Bots to perform specific tasks

AI Tool Guide

To support the responsible and age-appropriate use of Generative AI technologies, Hoke County Schools provides an AI Tool Guide organized by student age groups. This guide identifies AI tools that students may access in compliance with federal regulations, district policies, and best practices for digital citizenship. Because different laws and privacy protections, such as the Children's Online Privacy Protection Act (COPPA) and the Family Educational Rights and Privacy Act (FERPA), apply to students at different ages, it is important that access to AI tools is tailored accordingly.

Under 13

Tools for this age group must comply with COPPA and district privacy policies. Adult supervision or consent may be required.

- Adobe Express
- Canva Magic Studio (minus AI)
- SchoolAI (no student accounts)
- MagicSchool (no student accounts)
- Curipod (no student accounts)
- Snorkl (no student accounts)
- Khanmigo

13+

Students 13+ can access broader AI tools with fewer COPPA restrictions but still under district-approved platforms.

- Google Gemini
- ChatGPT
- Perplexity
- Canva Magic Studio
- GrammarlyGO
- Diffit

18+

Students aged 18 and above are legally adults and can use a wider range of AI tools; however, district and academic integrity policies still apply.

- Claude
- Google Notebook LM (13+ version coming)

Student Integration Scale

To prepare ALL students for the AI-rich future that awaits them, it is imperative that they ALL learn ABOUT AI, and have opportunities to learn WITH AI in increasingly interactive and complex ways.

0

1

2

AI Free/AI Resistant

- Work must be completed entirely without any AI assistance.
- Students must rely entirely on their own knowledge, understanding, and skills.
- Any AI use is a violation of student academic integrity policy.
- An academic honesty pledge that AI was not used may be required.

AI Assisted

- AI is used for tasks as specified such as brainstorming, planning, feedback etc.
- No AI content is allowed in the final submission.
- Usage beyond specified tasks is a violation of academic integrity.
- Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

AI Enhanced

- AI is used interactively throughout to enhance your knowledge, efficiency, & creativity.
- Student must provide human oversight and evaluation of all AI-generated content.
- Interactivity with AI and critical engagement with AI-generated content is required.
- Student is responsible for the accuracy and fairness of all AI-generated content.
- Disclosure statement should be submitted with final product; be prepared to share links, screenshots, etc as evidence of all AI Chats

AI Empowered

- The full integration of AI allows for the creation of things that were previously impossible, empowering students as critical thinkers, creatives, and problem solvers.
- Student must provide human oversight and evaluation of all AI-generated content.
- Student is responsible for the accuracy, fairness, & originality of all AI-generated content.
- All AI tools used and how they were used should be cited in a disclosure statement.

Adapted by Vera Cubero 4/28/24 for the North Carolina Department of Public Instruction (NC DPI)
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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 Gemini, 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.

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GenAI Core Principles

Core Principle 1: Transparent Use

At Hoke County Schools, transparency is essential when students engage with Generative AI tools in their academic work. Students must openly disclose when and how they have used GenAI in the creation of assignments, ensuring that all contributions are properly attributed. Transparent use helps maintain academic integrity, promotes critical thinking, and ensures that AI serves as a learning aid rather than a substitute for student effort.

Students are expected to document the use of GenAI in their formal coursework, including but not limited to:

- **Paraphrasing or quoting GenAI-generated text** — If students use AI-generated language, it must be clearly cited and differentiated from their own original writing.
- **Incorporation of GenAI-generated images or other media** — Any visual elements created with AI must be identified and properly attributed, just as traditional external sources would be.
- **Indirect support such as brainstorming, research assistance, or proofreading/editing** — Even if AI contributions are not directly quoted, students must acknowledge when GenAI has helped shape their ideas, organization, or expression.

To support accountability, students should retain and be prepared to submit GenAI chat histories, prompt logs, or search records upon request. Maintaining this documentation ensures that work can be reviewed for proper use of AI tools and fosters a culture of responsible digital practices.

Students must adhere to the GenAI usage guidelines set forth by their teachers and follow proper attribution procedures. This includes using the appropriate citation style (e.g., MLA, APA, Chicago) as assigned, and specifying:

- The name of the AI tool used (e.g., ChatGPT, DALL-E, Canva Magic Write)
- The date the tool was used
- The nature and extent of the AI's assistance

Attribution should be integrated into the assignment through:

- In-text citations
- Footnotes or endnotes
- A works-cited page, bibliography, or other appropriate reference list

By maintaining transparency in the use of AI technologies, students demonstrate responsibility, uphold academic standards, and build valuable skills for ethical digital engagement in higher education and the workforce.

To provide clarity and consistency, teachers should specify the expected level of Generative AI integration for each assignment based on the following framework, adapted from the North Carolina Department of Public Instruction:

- **Level 0: AI Free / AI Resistant**

Students must complete work entirely without the use of AI tools.

- No AI assistance is permitted at any stage of the assignment (including brainstorming, outlining, drafting, editing, or final submission).
- Students are expected to rely solely on their own knowledge, skills, and critical thinking.
- An academic honesty pledge affirming that no AI tools were used may be required.

- **Level 1: AI Assisted**

Students may use AI tools in a limited, specified capacity.

- AI can be used for tasks such as brainstorming, planning, outlining, or feedback.
- No AI-generated content may appear in the final submitted product.
- Students must submit a disclosure statement and be prepared to provide supporting evidence (chat histories, screenshots, prompts, etc.) for all AI interactions.

- **Level 2: AI Enhanced**

Students may use AI interactively throughout the assignment to support their learning and creativity.

- AI-generated content may appear in the final product, but students must apply human oversight, critical evaluation, and editing to all outputs.
- Students are responsible for verifying the accuracy, fairness, and originality of all AI-assisted work.
- A disclosure statement with supporting evidence must accompany the submission.

- **Level ∞: AI Empowered**

Students are encouraged to fully integrate AI tools in creative, complex ways to extend their knowledge and abilities.

- Students must maintain human oversight and judgment at all stages.
- All AI tools used and the nature of their use must be cited according to assignment guidelines.
- Students are fully responsible for the accuracy, fairness, originality, and academic integrity of the final product.

Core Principle 2: Verification of Content Accuracy

Ensuring the accuracy of information generated by AI tools is a fundamental responsibility for both students and teachers. While Generative AI tools can offer valuable support in learning and content creation, they are not infallible. Students and teachers must always independently verify the accuracy, relevance, and currency of information produced by AI systems. Verification should be conducted through trusted sources such as traditional search engines, academic databases, textbooks, and recognized authorities in the field of study.

Critical evaluation extends beyond basic fact-checking. Students and teachers must assess AI-generated content for two common issues: **bias** and **hallucinations**.

- **Bias** occurs when the AI's outputs reflect prejudiced perspectives, stereotypes, or unequal representation, often as a result of imbalances in the data on which the model was trained. Evaluating for bias requires careful attention to the fairness, inclusivity, and objectivity of the information being presented.
- **Hallucinations** refer to instances where the AI generates fabricated or misleading information and presents it as fact. These inaccuracies can occur because the AI does not have true understanding and may invent plausible-sounding but false details when it encounters gaps in its training data. For example, some AI chatbots, such as ChatGPT-4, have a knowledge cutoff date (currently December 2023), which means they may not reflect more recent developments, research, or events.

Before submitting AI-assisted work or using AI-generated materials for instruction, **all users** must critically examine content for factual errors, logical inconsistencies, outdated information, and evidence of bias. Proper verification safeguards the integrity of academic work, promotes critical thinking, and upholds the district's commitment to responsible and ethical use of AI in education.

Core Principle 3: Originality

In Hoke County Schools, the use of Generative AI must **enhance, not replace**, individual creativity and critical thinking. Both teachers and students are expected to begin with their own ideas, concepts, and drafts before turning to AI tools for support. Generative AI should serve as a resource to refine, expand, or enhance original work—not as a shortcut that substitutes for genuine effort and thought.

Maintaining academic integrity is essential when working with AI-generated content. Users must remain vigilant against both intentional and accidental plagiarism. Students and teachers should always distinguish clearly between their own contributions and content created with AI assistance, citing AI tools where appropriate according to assignment guidelines and style manuals.

Upholding originality also requires understanding the different forms that Generative AI can take. Examples of appropriate and inappropriate uses are provided below across several categories of GenAI technologies:

Types of Generative AI and Use Scenarios

- **Conversational AI**

Examples: ChatGPT, Google Gemini, Claude

Conversational AI systems simulate human-like dialogues through text or speech.

- **Appropriate use:** Brainstorming ideas, receiving feedback on drafts, generating prompts for deeper exploration.
- **Inappropriate use:** Copying entire AI-generated responses as final submissions without personal contribution or citation.

- **Generative Search**

Examples: Perplexity AI, Google Search Generative Experience (SGE)

Generative search tools produce dynamic, synthesized responses to search queries.

- **Appropriate use:** Using generative search to gather preliminary information, identify diverse perspectives, or guide further research.
- **Inappropriate use:** Treating AI-generated search summaries as final sources without verifying information through traditional, reputable references.

- **Multimodal AI**

Examples: DALL-E, RunwayML, Adobe Firefly

Multimodal AI systems can generate images, video, audio, and other media based on user input.

- **Appropriate use:** Using AI tools to illustrate concepts, create design elements for original projects, or support storytelling.
- **Inappropriate use:** Passing off AI-created media as entirely personal work without acknowledgment or using AI to create content without adding personal interpretation or creativity.

- **AI Writing Support Tools**

Examples: Grammarly, QuillBot, Wordtune

Writing support tools use AI to improve clarity, grammar, structure, and style.

- **Appropriate use:** Using writing tools for proofreading, grammar correction, or suggesting alternative phrasing while maintaining the student's own voice and argument.
- **Inappropriate use:** Relying entirely on rewriting or paraphrasing tools to produce essays or assignments without original input or critical thinking.

By using AI tools responsibly and creatively, students and teachers not only uphold academic integrity but also build essential skills in innovation, digital authorship, and critical evaluation—skills that are vital for future academic and professional success.

Examples

Conversational AI: ChatGPT, Claude, Gemini, etc.	
Scenario: Students are tasked with creating a research project on a historical figure of their choice.	
Appropriate Use: With teacher permission, a student uses ChatGPT to organize their initial ideas about Henry VIII into an outline. When struggling with how to word a particular concept, they turn to ChatGPT for ideas, eventually combining some of its suggestions with their own words. The student uses an in-text citation to document the AI use in MLA format.	Inappropriate Use: A student uses ChatGPT to generate their entire research project and turns it in without significant modifications or personal contributions. They do not disclose the use of AI in any way, presenting the work as entirely their own.

Generative Search: Perplexity, Andi Search, Metaphor, etc.	
Scenario: Business students are developing a comprehensive market analysis for a hypothetical new product launch.	
Appropriate Use: A group of students use Perplexity to gather initial data on market trends, consumer preferences, and competitive landscapes. They use this data as a foundation to further conduct traditional research. The students verify the information obtained from Perplexity with credible sources. In their report, they clearly cite the generative search tool as one of the multiple sources used for preliminary data gathering.	Inappropriate Use: A group of students use Perplexity to gather all their market data, consumer insights, and competitive analysis. They do not cross-check Perplexity's information with credible sources. In their market analysis report, the team presents the AI-generated data as if it were gathered through traditional research methods.

Multimodal AI: DALL-E, Midjourney, Synthesia, etc.

Scenario: Students are asked to create a presentation on the theme of a recent novel study.

Appropriate Use:

A student uses DALL-E to produce initial ideas for a mood board representing the main thematic elements of the novel. They input basic concepts and desired elements, and the AI generates several options. The student modifies this content to suit their intended purposes and reflect their creativity. The final presentation is a blend of AI-generated images and the student's creative modifications. They attribute DALL-E in their project, stating which elements were AI-assisted and emphasizing their own significant contributions to the final design.

Inappropriate Use:

A student inputs summaries of the novel's theme found online into DALL-E and uses them to generate the entire collection of images used in the presentation, without any significant modification or personal contribution. In their project submission, the student presents these materials as entirely their own work. They fail to disclose the extent to which the DALL-E was used, giving the impression that the creative design was solely their effort.

AI Writing Assistance: Grammarly, Quill, HyperWrite, etc.

Scenario: Students are participating in a project-based learning experience that involves writing emails to local business owners.

Appropriate Use:

After brainstorming and drafting the original email message, a student uses Grammarly to refine the language, check for tone consistency, and ensure the content is error-free. The student critically assesses the AI's suggestions, selectively incorporating edits that enhance their message. They ensure the final content reflects their unique creative strategy, not just Grammarly's language capabilities.

Inappropriate Use:

After creating a rudimentary draft of their own email, a student relies on Grammarly to rewrite the entire message. When submitting their documentation for assessment, the student presents this as their own original communication.

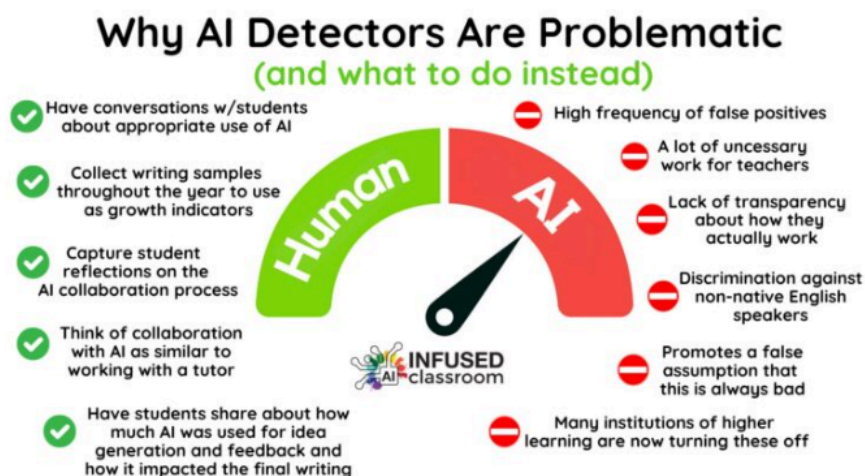
Caution: AI Detectors

While there is growing interest in tools that claim to detect AI-generated content, it is important to understand that AI detectors are currently **unreliable** and should never be the sole factor in determining whether academic misconduct has occurred. Research and field testing have consistently shown that AI detection tools suffer from significant limitations, including high rates of **false positives**—particularly among non-native English speakers, emerging writers, and students who write with a highly creative or unconventional style—and **false negatives**, especially among students who are adept at prompting and refining AI outputs to mimic authentic human writing.

If there is suspicion that a student has relied too heavily on Generative AI for an assignment, the situation should be treated as a **teachable moment** rather than a disciplinary "gotcha" moment. Educators are encouraged to engage students in reflective conversations about their process, use of AI, and understanding of the assignment's learning goals. Working with AI tools parallels other common educational supports, such as collaborating with peers, consulting with tutors, or receiving assistance from parents. The emphasis should shift toward **student reflection on the learning process**, critical engagement with resources, and the development of responsible digital habits, rather than focusing solely on detecting unauthorized AI use.

To reduce confusion and support transparency, educators should clearly communicate expectations regarding AI use at the outset of each assignment. Referencing an **AI Acceptable Use Scale**—such as the framework provided earlier in this document—can help clarify the permitted level of AI assistance. This guidance should be specific, assignment-driven, and revisited often, recognizing that expectations may vary depending on subject area, grade level, and instructional goals.

The graphic created by Holly Clark of *The Infused Classroom* provides an excellent visual aid to illustrate the challenges associated with AI detection tools and offers alternative approaches for fostering academic integrity and digital responsibility. Educators are encouraged to use resources like this to frame AI discussions around empowerment, transparency, and ethical practice rather than surveillance or punishment.



Data Security and PII

Ensuring the privacy and security of student and staff data is paramount when using Generative AI tools in educational settings. Although GenAI technologies offer powerful new capabilities, many of these tools operate on external servers, and users often have limited visibility into how submitted data is stored, used, or shared. For this reason, it is essential that no personally identifiable information (PII) or confidential data be entered into any Generative AI system without explicit approval from district leadership and appropriate legal protections in place.

Personally Identifiable Information (PII) refers to any data that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information. Disclosure of this information, even unintentionally, may place individuals at risk and could constitute a violation of federal laws such as the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA) (U.S. Department of Education, 2021; Federal Trade Commission, 2023).

Because Generative AI systems often retain or learn from the data users input—even when terms of service claim otherwise—there is no practical way for individuals or districts to ensure data deletion or full privacy once information has been submitted (Center for Democracy and Technology, 2023). Until vetted, education-specific AI platforms with robust privacy protections are fully implemented, the district mandates that **no PII or confidential information be shared with public or consumer-grade GenAI tools.**

Examples of PII include:

- Full name (first and last)
- Address (home, mailing, or school)
- Email address
- Phone number
- Student ID numbers or staff ID numbers
- Demographic information (such as race, ethnicity, or date of birth)
- Educational records (grades, transcripts, discipline records)
- Health and medical information
- Class rosters or group lists

Important Reminder:

Even seemingly harmless details, when combined (e.g., a first name and school), can create a privacy risk.

By strictly adhering to these guidelines, Hoke County Schools can leverage the benefits of AI technologies while safeguarding the integrity of personal data. Upholding these data protection standards demonstrates our commitment to legal compliance, ethical stewardship, and the trust placed in us by students, families, and staff.

Glossary

AI Detector — Software or online services that claim to identify whether text, images, or other media were produced by artificial-intelligence tools. Current research shows they suffer high false-positive and false-negative rates and should not be the sole evidence of academic misconduct.

AI Literacy — The knowledge and skills needed to understand what AI is (and is not), interact with AI tools critically and ethically, and evaluate AI outputs for accuracy, bias, and appropriateness.

AI Writing-Support Tool — Applications such as Grammarly, QuillBot, or Wordtune that use machine-learning models to suggest grammar, style, or structural improvements to user-written text. These tools assist with clarity but must not replace the writer’s original thinking.

Bias (AI) — Systematic and unfair distortion in AI outputs that reflects imbalances or prejudices in the data used to train the model, potentially leading to stereotypes or unequal representation. Users must check AI content for bias before adopting it.

Children’s Online Privacy Protection Act (COPPA) — U.S. federal law regulating the online collection, use, and disclosure of personal information from children under 13. It governs what AI or EdTech tools can legally collect and store from elementary and middle-grade students.

Conversational AI — Large-language-model-based chatbots (ChatGPT, Google Gemini, Claude, etc.) that generate human-like dialogue in response to prompts, useful for brainstorming or tutoring when used transparently and with human oversight.

Data Privacy — The practice of safeguarding personal or sensitive information from unauthorized access, use, or disclosure—especially critical when interacting with cloud-based AI services.

Family Educational Rights and Privacy Act (FERPA) — U.S. federal law protecting the privacy of student education records. It restricts sharing personally identifiable information (PII) without parental consent and applies whenever school data are entered into AI tools.

Generative AI (GenAI) — A class of artificial-intelligence systems capable of producing new content—text, images, audio, code, etc.—by learning patterns from vast data. Examples include ChatGPT, DALL·E, and Adobe Firefly.

Generative Search — Search engines (e.g., Perplexity, Google SGE) that return synthesized, AI-written answers instead of—or in addition to—links, requiring users to verify information through reputable sources.

Hallucination (AI) — A confident-sounding but false or fabricated statement produced by an AI model, often arising from gaps in its training data. Users must fact-check all AI-generated claims.

Large Language Model (LLM) — A neural-network model with billions of parameters trained on massive text corpora to predict and generate human-like language; the engine behind tools such as ChatGPT and Claude.

Multimodal AI — AI systems (e.g., DALL-E, RunwayML) that generate or interpret two or more data types (text plus images, video, or audio) based on user prompts.

Originality — The expectation that Generative AI enhances—not replaces—individual creativity and critical thinking. Students (and educators) must start with their own ideas, disclose and cite any AI assistance, and ensure the final product reflects authentic, student-generated work, thereby avoiding plagiarism.

Personally Identifiable Information (PII) — Any data that can directly or indirectly identify an individual—names, student IDs, email addresses, demographic details, etc. PII must not be pasted into consumer-grade AI tools.

Portrait of a Graduate (NC) — North Carolina’s framework outlining six competencies—adaptability, collaboration, communication, critical thinking, empathy, and learner’s mindset—that prepare students for life after high school; referenced to align AI use with future-ready skills.

Prompt — The text, question, or instructions a user provides to an AI system to elicit a response. Effective prompting is an essential skill for obtaining high-quality, relevant outputs.

Student Integration Scale — A four-level framework (AI Free, AI Assisted, AI Enhanced, AI Empowered) adapted from NC DPI that helps educators specify how much AI support is allowed in a given assignment.

Transparency (AI Use) — The clear disclosure of when, how, and which AI tools were employed in producing a piece of work, including citations or footnotes and saved chat logs when requested.

Verification of Content Accuracy — The process of fact-checking AI outputs with trusted sources to spot errors, bias, or omissions before incorporating them into academic work.

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