School District AI Usage and Integrity Policy

Northwestern Regional School District No. 7 recognizes the transformative potential of Artificial Intelligence (AI) and is committed to supporting the ethical, purposeful, and innovative use of AI. We believe that AI must be used with intentionality and responsibility to deepen student learning while upholding standards, academic integrity, and fostering a love of learning.

The development of an Artificial Intelligence (AI) policy for Northwestern Regional School District No. 7 must prioritize leveraging AI to enrich the educational journey while ensuring academic integrity and respecting the varied levels of AI readiness among all stakeholders - students, teachers, administrators, and paraprofessionals.
This policy framework is built upon the commitment that AI will serve as an augmentative support tool, not a replacement, and demands critical literacy and transparency from every user.

Northwestern Regional School District No. 7 AI Usage and Integrity Policy Framework

I. Guiding Principles: Honoring our Commitment to Student Readiness and Integrity
The foundation of this policy is built on three core principles designed to foster a balanced approach to AI adoption:

1. Fostering Student Learning: AI is intended to support creativity and learning, not replace authentic student endeavor or teacher instruction. As a district, we remain deeply committed to providing a quality educational experience for our students, integrating high-quality curricular and instructional resources while leveraging the capabilities of AI to enhance student learning.

2. Ethical, Competent, and Responsible Use: We seek to teach students behaviors surrounding ethical and purpose-driven engagement with AI. Toward that end, we commit to teaching students to critically evaluate AI outputs, questioning for accuracy, bias, and credibility. We endeavor to teach users to engage in academic transparency when engaging with AI.

3. Balanced Human and AI Roles: The educational experience that we provide will reflect the value of human connection, empathy, and social skills, ensuring AI does not substitute for necessary face-to-face interactions or emotional support.

II. Appropriate Student Usage and Academic Integrity
Student guidelines emphasize ethical conduct and transparency, ensuring that AI use supports their development as passionate and empowered Learners.

A. Transparency and Citation Requirements
Academic integrity hinges on full disclosure of AI assistance.

• **Ask Permission First:** Students must always start by asking their teacher if they can use Generative AI (GenAI) on the specific work assigned. Teachers should do their best to

communicate the level of AI integration they are comfortable with for assignments provided to students.
• **Mandatory Disclosure**: Students must be honest about when they use AI to help with assignments. Any AI-generated content must be clearly identified and cited.
• **Tracking Usage:** Students are required to track their usage of any AI tool by copying and pasting their conversation with the AI into a document that accompanies their submission.
• **No Unmodified Submission:** Students must not turn in work that is fully created by an AI as their own without substantial modification and disclosure.

B. Acceptable and Unacceptable Uses (The Augmentation Boundary)
The following table provides guidance for acceptable and unacceptable uses of AI when teachers deem AI acceptable for a given instructional task.

Possible Acceptable Use (Support and Augmentation)	**Always Inappropriate Use (Plagiarism and Misuse)**
Brainstorming: Generating ideas or outlines for creative writing, projects, or preliminary research.	**Submitting AI-Generated Work:** Turning in assignments entirely created by AI without disclosure or modification.
Practice and Revision: Utilizing AI for practice exercises, grammar checks, or general feedback.	**Plagiarism:** Using AI to rephrase existing content without proper citation to bypass detection tools.
Personalized Learning: Utilizing AI for tailored support (e.g., breaking down complex concepts) to learn at one's own pace.	**Misinformation:** Relying on unchecked AI-generated information without verifying its accuracy (as the student is responsible for all facts presented).
Refining Communication: Using AI to draft or organize ideas, but ensuring the final communication is in the student's **authentic voice**.	**Ignoring Teacher Instructions:** Submitting work without confirming that GenAI is permitted to be used.

C. Critical Evaluation
Students must act as Critical Thinkers and Problem Solvers. If they use AI, they must review its generated output for mistakes and be responsible for the accuracy of the information, even if it originated from the AI.

III. Guidelines for Adults (Teacher, Administrator, Para)
Guidelines for adults focus on modeling ethical behavior, professional development, and ensuring equitable access, thereby supporting staff across the readiness spectrum.

A. Educator Responsibilities
AI capacity development within our learning community is a shared process, supported through professional learning opportunities.

• **Establish Norms:** The school community must establish clear norms for productive AI use.

• **Educate Students**: The school community must educate students on AI risks, such as hallucinations, deep fakes, and bias, to foster safe and ethical use.

• **Model Critical Thinking and Evaluation**: The school community must model ethical AI practices, fact-checking, and analysis for students when generating examples, ideas, or data using AI.

• **Focus on Essential Skills:** Educators should focus on developing critical thinking and problem-solving skills that AI cannot replicate, increasing the "durability of lessons".

• **Professional Exploration:** Educators are encouraged to collaboratively explore AI with colleagues, sharing best practices and reflecting on its impact to improve their own efficacy and instruction.

B. Administrator Responsibilities
Administration ensures system-wide ethical compliance and supports staff readiness.

• **Policy Development and Review:** Administrators will develop guidelines for safe, ethical AI use and continually review academic honesty policies as AI technology evolves.

• **Professional Development:** Administration will provide necessary professional development on AI literacy to ensure all staff members—regardless of their current readiness—are equipped to integrate AI safely and effectively.

• **Equitable Access:** Administration must ensure equitable access to AI tools for all students and staff, supporting an inclusive learning environment.

• **Monitoring and Feedback:** Administrators will monitor AI use and implement systems for continuous improvement, informed by feedback from all stakeholders.

• **Data Compliance:** Administrators must ensure compliance with student data privacy requirements when vetting and implementing AI tools.

IV. Universal Requirement: Data Privacy and Security
Regardless of the user's role or readiness, adherence to data privacy standards is mandatory.

• **Avoid Personally Identifiable Information and Confidential Data: It is essential to avoid inputting any personally identifiable information (PII)** or confidential information (including student and staff contact information, rosters, or demographic data) into AI systems.

• **Loss of Control:** Users must understand that once data is entered into these systems, the district loses control over it, necessitating strict adherence to privacy guidelines.

ADOPTED: 1/14/2026